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ABSTRACT

This evaluation manual consists of information pertaining to the program evaluation process and the Washington Community College Evaluation Model. Following a discussion of evaluating vocational education programs, an annotated bibliography of nine works on vocational program evaluation is provided. Covered next are legal implications of program evaluation. In a section describing the Washington Community College Evaluation Model, procedures are described for implementing both overview and in-depth evaluations. Also examined are those MIS and SIS data elements that are appropriate for use in program evaluation. The eight appendixes to the manual contain various components of the Washington Community College Evaluation Model. Included among these are a statistical information sheet, a vocational program evaluation matrix, and staff overview appraisal compilation and profile sheets for use in an overview evaluation. The following in-depth analysis materials are also supplied: staff appraisal forms, employer and advisory committee member appraisal forms, student and former student appraisal forms, and a summary-of-appraisals sheet. (MN)

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FINAL REPORT

Project No. 81-AK6(212)NP

WASHINGTON COMMUNITY COLLEGE

EVALUATION MANUAL

Curriculum Development Project
Conducted Under Public Law 94-482

The project reported herein was performed pursuant to a grant from the Research Coordinating Unit of the Washington State Commission for Vocational Education. Contractors undertaking such projects under the Commission for Vocational Education sponsorship are encouraged to express freely their professional judgment in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official Commission for Vocational Education position or policy.

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December 1981

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FOREWORD

The Washington Community College Evaluation Manual has been prepared to provide background information, suggested approaches and evaluation instruments for use by the community college vocational education directors. It has been funded through a research and development grant from the Commission for Vocational Education and the State Board for Community College Education, State of Washington, on the recommendation of the Program Improvement Committee of the Vocational Directors Council.

The evaluation instruments were field tested at Shoreline Community College and South Seattle Community College. The section "Legal Implications of Program Evaluation" was reviewed and approved by Mr. Gary Andrews, Assistant Attorney General, Olympia, Washington.

This manual was made possible through the involvement of many people. Dr. John M. Chrismer, Coordinator of Research and Development, South Seattle Community College, served as principal investigator with assistance from Ms. Dorna Bullpitt, Olympic Technical Community College, and Mr. John Bailey, Seattle Community College District. Appreciation is extended to Mr. Robert Eley, Vocational Director, Wenatchee Valley College, for his assistance in developing the matrix and to Dr. James Montzheimer, Vocational Director, Shoreline Community College, for conducting the field testing.

It is hoped that the Washington Community College Evaluation Manual will be of assistance to the community college vocational education directors in their program evaluation activities.

Dr. Robert Beardemphl
Dean of Instruction
South Seattle Community College

OFFICE OF THE ATTORNEY GENERAL
Ken Eikenberry, Attorney General
Temple of Justice, Olympia, Washington 98504

September 28, 1981

RECEIVED
SEP 29 1981
SOUTH SEATTLE COMMUNITY COLLEGE
OFFICE OF INSTRUCTION

Mr. Robert L. Beardemphl
Dean of Instruction
South Seattle Community College
6000 - 16th Avenue, S.W.
Seattle, Washington 98106

Dear Mr. Beardemphl:

This is to inform you that I have reviewed the document entitled "Legal Implications of Program Evaluation" and have found that it is legally acceptable. The document does not purport to express legal opinions and can be used as a general guide for the local vocational director.

I want to commend you and your staff on preparing such a document and wish you luck in getting the local vocational directors to follow these general guidelines.

Very truly yours,

Gary E. Andrews

Gary E. Andrews
Assistant Attorney General

GEA:bke

INTRODUCTION

Probably every vocational director assumes that he/she knows which vocational programs are strong, which are weak, and even rank them in order. It is, in effect, the base of action for many decisions. Looking more in-depth, however, may bring startling surprises or the realization that this approach to program evaluation is based upon assumptions--assumptions that may include some facts, some personal preferences, some desire to show what higher administration wants and some guesswork.

At this point, one needs to look at the situation that exists today. The local vocational administrator has to devote a great deal of time to budgeting, re-budgeting, scheduling, completing reports and performing related administrative activities necessary to enable the vocational programs to operate. Indications are that these problems facing the local vocational administrator today will become greater in the future. There will be increasing demands upon time, even greater budgetary concerns, more need for program accountability, legal constraints upon program decisions and ever-increasing needs for adapting the vocational programs to changing community situations. As a result, program evaluation sometimes seems to become a less important activity receiving inadequate attention rather than the thorough analysis necessary to inform the administrator whether or not instructional activites are producing worthwhile results.

Much emphasis has been given to curriculum development, to training teachers and to providing specialized facilities and equipment, yet many community college administrators base program evaluation, the real measure of what a program has accomplished, solely upon subjective judgment. More adequate evaluation could reveal how graduates have been trained, the strengths and weaknesses in the program of instruction, the future placement possibilities and result in the placement of more students who are better trained for the specific needs of the community served.

Vocational education administrators at the community college level generally do not have effective tools with which to evaluate programs. They are in need of both basic background information about program evaluation and instruments that will provide a means of measuring program quality. Similar materials are needed at the state level to provide a base of information for the planning and approval of new programs.

Some community college vocational administrators do have a planned evaluation system they have developed and find satisfactory. It is important that each use an approach that is appropriate in meeting the needs of his/her own situation. However, it is imperative that any decisions that are made as a result of program evaluation be based upon specific data that can be verified.

This manual is intended to provide a resource for use by the community college vocational administrator in program evaluation. It is designed to provide a base of knowledge and information regarding program evaluation and a range of possible options and tools. It includes (1) background information regarding program evaluation; (2) a review of current literature; (3) an analysis of the legal implications of program evaluation; and (4) suggested approaches and instruments to use in program evaluation.

PROGRAM EVALUATION

For a vocational education program plan of evaluation to be effective, it is necessary to clarify what is meant by vocational education, by program(s) and by evaluation. It is difficult to define or describe vocational education in a definitive manner as it has become quite broad and diverse in response to various manpower demands, sex equality concerns and the needs of ethnic groups, age groups, the disadvantaged, etc.

The most commonly used definition of "vocational education" is that stated in the Education Amendments of 1976 (Sec. 195) as "organized educational programs which are directly related to the preparation of individuals for paid or unpaid employment, or for additional preparation for a career requiring other than a baccalaureate or advanced degree." The law goes on to define an organized education program as "instruction related to the occupation or occupations for which students are in training or instruction necessary for students to benefit from such training."

The above definition restricts itself to vocational education programs supported by federal funds. However, the vocational director in the community college may also have programs that are not federally funded and staff members teaching in both federally funded and locally funded programs. Another concern is found in the definition of an organized education program that includes related instruction or instruction necessary for students to benefit from the vocational training. This obviously would include some general education and some basic education and brings up a question of distinguishing between vocational and general education. If a vocational program is to be evaluated by how well it prepares the student and how well the student serves the employer and society, should vocational education be the sole input evaluated? Or should the other courses having an effect on the development of the student be included? If so, which ones?

The term "program(s)" is often used as an all-encompassing identification for the vocational instruction offered by an administrative unit such as a

community college, a district, a region or state. It is also used by a community college to identify specific instructional areas such as automotive or aviation. Areas such as these may be made up of instructional specialties such as body and fender, electrical and automotive mechanics with each being identified as a program within the automotive area. And, so the question, "What is meant by the term 'vocational education program(s)'?"

Finally, what does the term "evaluation" mean? According to Worthen and Sanders,[1] there are five schools of thought about how evaluation should be defined. They are: (1) educational measurement, (2) professional judgment, (3) comparing performance data with clearly specified objectives, (4) the collecting of information to assist decision makers, and (5) the systematic collection and analysis of information to determine the worth of a thing. The term "evaluation" is sometimes used interchangeably with "assessment" and "measurement". However, it would seem that "measurement" could better be defined as a means of acquiring data for use in evaluation or assessment.

The final consideration in evaluation is to decide what is to be evaluated. Through the years, especially since the Vocational Education Amendments of 1968, evaluation has been shifting from an assessment of the processes and programs planned and established to an assessment of the resulting products and their impact upon society. This, the measurement of vocational education outcomes, would include the influence of other outcomes in addition to the specific vocational skills needed to perform a particular job. To be successful on a job involves more than the performance of the skills required. It also includes the proper attitude, the ability to adjust to and work with others and to conduct one's personal life in a manner that will not interfere with job performance. Therefore, it may be desirable to include the total educational preparation of the students, their participation as members of society and their immediate and far-reaching personal and occupational goals.

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[1]Blaine R. Worthen and James R. Sanders, Educational Evaluation: Theory and Practice, Charles Jones, Worthington, Ohio, 1973.

Figure 1[2] shows some of the diverse types of vocational education outcomes, all of which have an effect upon the total person who is performing the occupational skills required on a job. It is comprehensive but not all-inclusive. For example, the category of "???(Other)???" is provided to include additional outcomes such as physical, esthetic or moral development.

Part of program evaluation can be done by specific measurement or description; i.e., the number of students enrolled, the rate of placement, etc. These and similar items can be objectively observed and are quantifiable. However, others such as the development of work-related attitudes or the ability to work with others have to be perceived subjectively through the use of value judgments.

Figure 2[3] lists six components of the educational system, each of which may be seen as an appropriate object for description and evaluation. These interdependent sets of education variables are:

(1) Context -- the milieu of circumstances and needs, organizational arrangements, societal values, institutional settings and the physical environment within which education takes place;

(2) Students -- characteristics of the potential learners who are recipients of investment activities and whose human capabilities will be enhanced when the investment activities are successfully carried out;

(3) Resources -- in money terms, the funds allocated to pay for real resources employed in educational production; in real terms, the quality and quantity of human and physical factors of production so employed (e.g., teachers, physical plant, instructional supplies and equipment);

(4) Goals -- the stated or unstated aims of educational programs (i.e., intended educational outcomes);

(5) Processes -- instructional methods, program procedures, and educational technologies (broadly defined); and

(6) Outcomes -- short-term consequences and longer-term impact resulting from vocational programs (i.e., dependent variables associated with the interaction of the preceding sets of independent variables).

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[2]Robert L. Darcy, Vocational Education Outcomes: Perspective for Evaluation, Research and Development Series No. 163, The National Center for Research in Vocational Education, Columbus, Ohio, 1979.

[3]Ibid.

AN ILLUSTRATION OF SOME OF THE DIVERSE TYPES

AND CHARACTERISTICS OF VOCATIONAL EDUCATION OUTCOMES

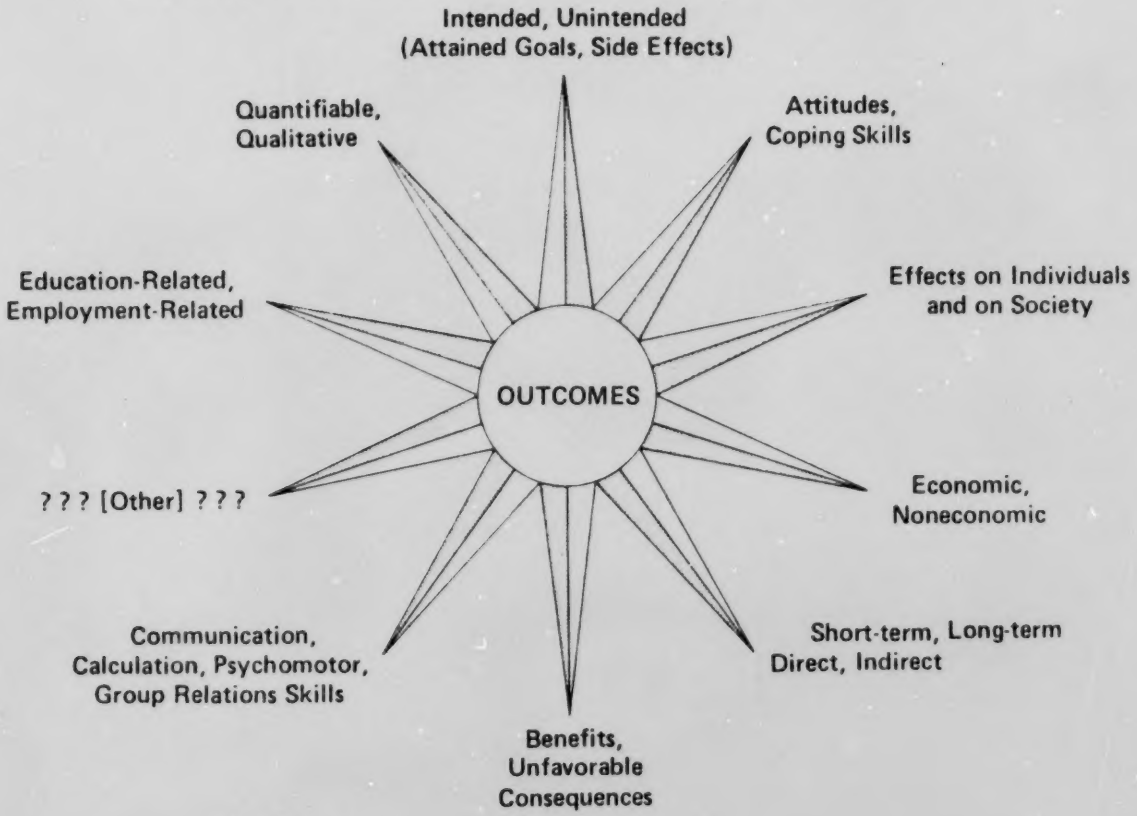


Figure 1

COMPONENTS OF THE EDUCATIONAL ENTERPRISE
AND
TYPES OF EDUCATIONAL EVALUATION

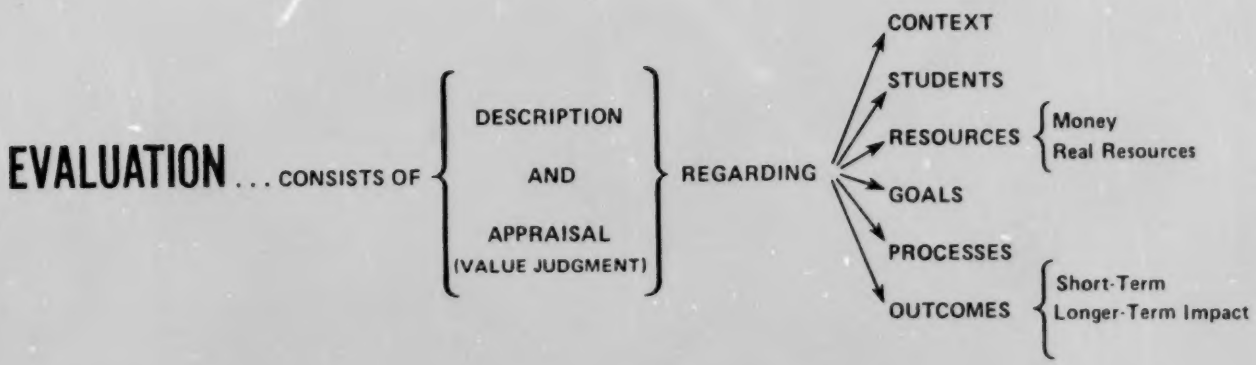


Figure 2

The six components described previously can be evaluated through a measurement of the statistical records and the administrative policies and procedures of an institution and the representative opinions of the major groups involved, such as employers, advisory committee members, students, former students, faculty and administrators.

Program evaluation has many purposes and objectives. The major ones are compliance with federal requirements, accountability, monitoring the progress of a project or of special interest groups, improvement of instruction, maintaining a flexibility to provide for changing needs and providing useful information for decision making. In addition, program evaluation can be an effective tool for strengthening community relations, especially in times of public concern over tax burdens and the effective use of the dollars going into educational programs. To accomplish these purposes and objectives, vocational program evaluation should be a comprehensive and continuous effort. The community colleges need to develop measurable program objectives to provide a basis for program evaluation. The evaluation should give emphasis to cost analysis and the subjectively measured factors of a program as well as those that can be objectively observed and quantified.

Summary

The review of program evaluation leaves many questions to be answered by the local community college vocational director. This approach is necessary (1) to provide a broad understanding of vocational program evaluation, and (2) to provide flexibility for a community college in adapting program evaluation to its own specific situation.

In order to provide direction to the vocational directors in their program evaluation, the writer recommends that:

(1) The term "vocational education" be interpreted as any program of education or training designed to enable a person to enter or advance in a specific occupation or career whether or not it is federally funded;

(2) Only those general and basic education classes directly related to the vocational program being evaluated be included;

(3) The term "program(s)" be used to identify the most specific instructional area designated by a community college. For example, in one community college it might be used to identify automotive maintenance, but in another it might be used to identify instructional specialties within automotive maintenance; i.e., electrical or body and fender;

(4) The term "evaluation" be used to include both data that can be specifically measured (quantified) and that requiring a value judgment; and

(5) That the evaluation include the goals, processes and outcomes of the vocational education program as measured through statistical records, administrative policies and procedures and the representative opinions of the major groups involved.

REVIEW OF LITERATURE

The review of literature was done through those Eric materials that have a significance to vocational education at the community college level. It is as follows:

1. Evaluating The Occupational Education Curriculum: A Model. David T. Borland and Richard Harris. Community College Review, September, 1975. (EJ 126351)

This article stresses that since occupational education curricula are designed to teach not only specific skills but also acceptable working traits and the socio-economic characteristics of the occupation, all should be included in program evaluation. The model developed would assess specific performance tasks, working traits and socio-economic traits of the students who completed the program. It provides a systematic path for the flow of data from the process (curriculum) to the receiver (business/industry) by using the product (student) as the vehicle of communication. This will provide both empirical and judgmental data about each portion of the curriculum.

2. The Development and Field Testing of a Vocational Education Evaluation Model. John C. Ory, Zelema Harris, Sue B. Dueitt and Donald L. Clark. Education and Program Planning, Vol. 1, 1978. (EJ 205676)

and

A Method of Establishing Criterion Weights in the Evaluation of Vocational Education Programs. John C. Ory, Zelema Harris and Donald L. Clark. The Journal of Vocational Education Research, Vol. II, Spring, 1977. (EJ 163843)

(The above two articles are reviewed together due to their closely interrelated purposes.)

Through a grant from the U. S. Office of Education, this project was set up to develop and field test a model to evaluate the vocational education programs at Metropolitan Community Colleges in Kansas City, Missouri.

The two articles summarize the process including a thorough description of the statistically oriented method developed to determine which questions to use from a series of paired comparison weighted statements presented on

questionnaires distributed to members of the evaluation team. An advisory committee approach using 159 state and local educators, legislators, college trustees, students and local businessmen were given the paired comparison statements.

The rationale for development of the model was based on the philosophy that evaluation is useful in providing information about vocational programs, policies and curricula. Evaluation should not, however, be satisfied with criteria and priorities defined only by educators, but should identify the priorities of all groups or individuals who are concerned with what educational programs produce. Thus those elements used in the evaluation process should include: relationship to the job market; level of occupational community support; vocational aspirations of students; student performance; cost effectiveness; meeting handicapped and disadvantaged students' needs; and demonstration of sex fairness.

3. Responsible Vocational Education Through Data-Based Locally Directed Evaluation, A Guide for Teachers, Administrators, Supervisors. Prepared by Florida State University, 1977. (ED 147453)

This document addresses a formal data based evaluation system where the institution looks critically at total programs to improve, expand or modify them. A further premise is that the Vocational Education Act and its amendments have prescribed that evaluation should take place but doesn't say who is responsible for this task.

This guide instructs those involved in how to conduct an evaluation process using a data based approach. The process uses eight steps: organizing roles for administration and evaluation team; comparison of program output with community occupational needs; assessing student career interests; facilities and equipment inventory rating system; utilization of community resources; occupational competencies; instructional personnel traits to use to rate self performance; and assessment of the local budget policy.

4. A Model for Vocational Program Review/Termination in Post-Secondary/Secondary Schools in Oregon. Oregon State University. Gary M. Sorenson and Warren N. Suzuki, 1978. (ED 166468)

A methodology was developed to systematically delineate and provide useful information for decision making purposes as to the continuation, modification or termination of a program based upon program effectiveness, cost effectiveness and availability of resources. Inquiries are made of former and current students, a client pool (those insufficiently competent to be employable), and the labor market.

5. SAM, COPES and You. Prepared by California Community Colleges. Revised 1978. (ED 177300)

COPES (Community College Occupational Programs Evaluation System) is designed to provide an objective self-appraisal of occupational education programs. It has three components: (1) goals and measurable program objectives; (2) processes; and (3) resources. All aspects of the self appraisal are related to them. It is in use by all the California community colleges.

SAM (Student Accountability Model) is designed to analyze and follow up the occupational students. It secures information about occupational courses, students and what happens to them after leaving school. It provides a multi-phased evaluation process that is a diagnostic system for each occupational program within the community college.

6. A Screening Model for Community College Program Evaluation. Raymond E. Schultz and Carl Webb.

The authors feel that an evaluation model employing available data can quickly identify programs needing more careful review. The rationale for developing the process includes the premise that educational institutions at all levels have been negligent in carrying out systematic curriculum evaluation. Now, however, the need for program accountability makes it essential.

The parameters for the assessment process have to be broad so that it can be applied to a wide range of programs. The assessment must use a data base

that already exists or that can be readily developed or adapted. The model developed included: enrollment characteristics; cost analysis; instructional conditions; student success; and utilization of instructional space. Included in the information is a method for data assessment which is somewhat statistical in nature but probably could be adapted to the computer. It is suggested that a committee of faculty and administrators be used to establish the parameters for the evaluation process.

7. Self-Evaluation Study for Evaluating the Occupational Education Program and Occupational Curriculums at Clackamas Community College. Ronald E. Kaiser, Dean of Instruction

This study was developed for use at Clackamas Community College in Oregon to provide information for administrative decisions as to whether technical-vocational education programs should be continued, expanded or improved. The premise is that periodic and complete evaluation of programs can provide quantitative and qualitative information with which decisions may objectively be judged and substantiated. Included in the document are definitions of terms, goals and objectives as well as sample assessment forms and methods.

8. Occupational Program Evaluation Model Developed and Implemented by Gateway Technical Institute, Kenosha, Wisconsin. William J. Becker. (ED 122898)

A four-factor model was developed to determine which of the occupational programs should be given an in-depth evaluation and at what frequency. It includes: (1) ability to attract students; (2) ability to retain students; (3) ability to place students in positions for which trained; and (4) program costs per student. This article reviews the model that can be used for any occupational program.

9. Reality Based Evaluation for Two-Year College Occupational Programs: Guidebook. Revised Edition. Gene M. Winter and others. New York, 1976. (ED 130685)

It was determined that there was a need for a guidebook to be designed to assist post-secondary occupational educators in the conduct of local program

evaluation efforts. This is a reality-based evaluation (RBE) system and has been designed to be flexible within a general recommended structure and is intended to be adaptive rather than adoptive. A major thrust of RBE is that program adjustments be made as soon as data-supported judgments are available. There are three phases: (1) clarification of program objectives, activities, evaluative strategies to be evaluated; (2) data collection, and (3) interpretation of the data.

LEGAL IMPLICATIONS OF PROGRAM EVALUATION

The legal implications of program evaluation become quite pronounced in a period of financial cutbacks when programs and personnel have to be eliminated. A local vocational director will need to have specific, factual information that will stand up in court before eliminating progams or positions, especially those involving tenured faculty members. This information will be measured against that commonly used in the school or related areas, whether or not it has been used with the other programs and whether or not it has been applied in a non-discriminatory manner.

A review of statutes for the State of Washington has been made and a suggested personnel procedure developed to be of assistance to the local vocational director. These are intended as information guides and do not constitute legal opinions. Legal opinions should be obtained from your college attorney or the attorney general's office. Since a complete coverage of the statutes would be impossible, only those relating to the hiring, tenure status and dismissal of employees have been included. They are as follows:

CHAPTER 49.60 LAW AGAINST DISCRIMINATION

Section 49.60.030 Freedom from discrimination--Declaration of civil rights.

(1) The right to be free from discrimination because of race, creed, color, national origin, sex or the presence of any sensory, mental or physical handicap is recognized as and declared to be a civil right. This right shall include, but not be limited to:

(a) The right to obtain and hold employment without discrimination;

(2) Any person deeming himself injured by any act in violation of this chapter shall have a civil action in a court of competent jurisdiction to enjoin further violations, to recover the actual damages sustained by him, or both, together with the cost of suit including a reasonable attorney's fees or any other remedy authorized by this chapter or the United States Civil Rights Act of 1964;

Section 49.60.040 Definitions.

"Employer" includes any person acting in the interest of an employer, directly or indirectly, who employs eight or more persons, and does not include any religious or sectarian organization not organized for private profit;

TITLE 28B HIGHER EDUCATION

Section 28B.50.851 Faculty tenure--Definitions.

(1) "Tenure" shall mean a faculty appointment for an indefinite period of time which may be revoked only for adequate cause and by due process;

Section 28B.50.855 Faculty tenure--Written agreement embodying terms of employment furnished faculty.

The appointing authority shall provide each faculty member, immediately upon employment, with a written agreement which delineates the terms of employment including all conditions and responsibilities attached thereto.

Section 28B.50.861 Faculty tenure--Dismissal only for sufficient cause.

The tenured faculty member shall not be dismissed except for sufficient cause, nor shall a faculty member who holds a probationary faculty appointment be dismissed prior to the written terms of the appointment except for sufficient cause.

The statutes clearly spell out the rights of the faculty members. It is imperative, therefore, that the local vocational director establish a personnel procedure for all staff members that will specifically state the conditions of employment and serve as factual evidence in the event of a legal challenge. The following personnel procedure is suggested:

When a staff member is hired:

(1) Spell out in writing:

(a) The conditions of employment;

(b) The qualifications needed for the position, including a specific plan for meeting any requirements not met at the time of employment (i.e., teacher education courses, etc.)

(c) The specific assignments for the position; and

(d) A statement that the position is effective as long as there is a financial and employment potential base for it.

This document should be signed by the staff member and the appropriate college administrator.

(2) Review this document periodically (end of each quarter or year) as fits the situation until the staff member is fully qualified for the position. Thereafter, review it annually to remind a staff member of any up-dating or renewal training needed.

(3) If a staff member has a major change of assignment, review the original document and revise it with content pertinent to the new assignment. Be sure the staff member is fully informed of any revisions.

For a staff member already on the job:

(1) Prepare a job description of the present position.

(2) Follow the same steps suggested for a new staff member.

For all staff members:

(1) Keep accurate personnel and performance files that are updated on a regular basis; i.e., quarterly, annually. Include:
   (a) Professional development activities such as workshops attended, credits or degrees earned, etc.;
   (b) A record of all job absenteeism;
   (c) Performance evaluations; and
   (d) Any other pertinent information.

(2) Maintain the same records and requirements for all staff members as fits the situation. For example, have all persons who need to meet certification requirements, all who are not tenured, all who are tenured, etc., treated alike.

(3) Have all information and notices to staff made in writing and a copy kept on file. If a specific requirement essential for employment is involved, have the staff member sign that the notification has been received.

(4) So far as practicable maintain an "open access" policy allowing a staff member to know what is in the personnel and performance files. Since some information is submitted in confidence, this may require the proper administrator to review the contents for the staff member. In other situations, the staff member may be allowed to go through the file personally. Maintain a signed record of when a staff member reviews personnel and performance files.

About the instructional program:

(1) Maintain accurate records of student enrollments, student completions and student placement. Watch for any trends that may be developing.

(2) Conduct followup and program evaluation studies to learn about the effectiveness of each program and how well it is serving the needs of the students, the community and the employers.

(3) Review occupational outlook forecasts for your community and area to help anticipate changes in the demand for trained workers.

Gain administrative support:

As you are planning and implementing this procedure, present it for approval to the college president and the board of trustees. This will:

(1) Give the board a more accurate picture of the operational aspects of the college;

(2) Add their legal responsibility in support of the procedure;

(3) Provide specific records and additional legal protection for the board of trustees; and

(4) Provide a higher status and degree of objectivity to the procedure in the eyes of the staff members.

Secure a legal opinion:

Have the personnel procedure reviewed by the college attorney or the attorney general's office to determine whether or not it provides for adequate information and safeguards in case of a legal question.

Is a procedure such as this really worth the effort that it requires? It is somewhat detailed and requires continual updating. However, it will provide you with the factual information necessary if you do have to eliminate a program and/or staff member(s). It can also have a positive effect upon morale as the staff members will know exactly what their position is and where they stand both in relationship with the administration and with fellow staff members. Any resultant legal actions will be determined in relationship to local procedures. Therefore, it is very important that all such procedures be carefully developed and followed at all times.

A WASHINGTON COMMUNITY COLLEGE EVALUATION MODEL

The Washington Community College Evaluation Model provides two levels of program evaluation for use by the local vocational education administrator. They are (1) an overview compiled from readily available information and a staff appraisal form containing selected criteria for program evaluation; and (2) an in-depth analysis based upon the information from the overview plus appraisals by all groups involved with the instructional program; i.e., staff, employers and advisory committee members, and students and former students. The overview level will enable the vocational administrator to gain a basic analysis of a program through a factual base. The in-depth analysis will provide detailed information in specific areas. Both are designed to be hand-tabulated on a profile scale or machine-tabulated through the use of a computer.

A continuity of information is provided for regardless of the level of evaluation or combination of appraisal forms used. The staff appraisal form in the overview level has twenty-three major criteria selected as the basis for program evaluation. Each of these major criteria is divided into sub-criteria in the staff appraisal form developed for the in-depth analysis. The sub-criteria contain all of the specific items used in the other forms. Therefore, it can become a summary base of information through the use of a compilation and profile sheet. This summary base of information from the sub-criteria can be consolidated into a total response for each of the twenty-three major criteria. The total response can be shown according to each group involved; i.e., staff, employers and advisory committee members, and students and former students and/or as a composite total response for all of the groups.

The materials, including instructional sheets and cover letters, have been field tested at two different community colleges, and the resulting changes made. A set of all the materials for both levels of program evaluation is contained in the appendix of this manual. Each is described and explained in this section. Appendix A has a listing of all the materials.

The Overview Level

The overview level offers a quickly assembled evaluation that will provide the administrator a factual base about the status of a program. This may provide all the information that is needed, or it may serve as an indicator that an in-depth level analysis should be made.

The overview level includes a statistical information sheet, a matrix designed to provide a comparison of quality factors with cost factors and the staff overview appraisal. The statistical information sheet determines the costs of a program per student enrolled. It is designed to compile already existing information regarding salary costs for staff members, the costs of supplies and materials and any other costs specific to the program. A copy of the statistical information sheet is shown in Appendix B.

The matrix is designed to measure program quality in relationship to cost and to establish cost-quality parameters within which to conduct vocational instructional programs. Program quality is measured through four "Need and Demand Factors" (enrollment and trends, graduate placement, employer satisfaction and employment outlook) and six "Instructional Program Factors" (adaptation to changing needs, faculty qualifications/development, evaluation of instruction, equipment, facilities and instructional materials). The local vocational director determines the comparative "weight" for each quality factor, and the program being evaluated is measured against each weight. The resulting values are added together for the "Total Quality Factors" for that program. A vertical line is drawn across the matrix at this quality level.

The cost factors, taken from the allocation model, are totaled, and any program-generated income is deducted to determine the net cost of the program and the resulting cost per FTE. The cost per FTE is plotted by a horizontal line drawn across the matrix. Where this line crosses the quality factor line shows the quality/cost position of the program. After an analysis of several programs, an instructional target area can be determined, bordered by the minimum quality level and the maximum cost level allowable. This provides an area toward which

all programs can be targeted. Appendix C contains a copy of the matrix including a step-by-step instruction sheet and a sample situation as an illustration.

The staff overview appraisal has, as stated earlier, twenty-three major criteria selected as the basis for program evaluation. It is intended for completion by the appropriate community college staff members (faculty, administrators and support personnel) and provides a six-item rating system of excellent, good, acceptable, poor, don't know and not applicable for each criteria. Its restriction to staff members provides for a more rapid response but obviously is lacking input from the other groups involved with the instructional program. The staff overview appraisal and a compilation and profile sheet to be used with it are identified as Form A-1 shown in Appendix D. The use of the compilation and profile sheet will be explained in the next section of this manual.

The In-Depth Analysis

The in-depth analysis is designed to provide the administrator with a detailed review of an occupational education program including the appraisals of staff (faculty, administrators and support personnel), employers and advisory committee members, and students and former students. It consists of three different assessment forms coded "A," "B," and "C." It is suggested they also be color coded upon reproduction to facilitate ease of handling; i.e., Form A be goldenrod, Form B be blue and Form C be pink. Form A-2 for the staff is the base form described in the preceding section. It contains all the subcriteria used in the evaluation and is shown in Appendix E along with its compilation and profile sheet. An abbreviated version, Form A-3 has been developed for use by part-time faculty members and is shown in Appendix E-1. It has a second page with open-ended questions that are not adaptable to the rating system used in the other appraisal forms. Therefore, the compilation and profile sheet, also in Appendix E-1, pertains only to the first page of the abbreviated form. It has an identifying number in parenthesis following each item to show which category of the basic form it fits. A sample

compilation and profile sheet with an explanation is also shown in Appendix E. It explains and illustrates how to combine the responses from the sub-criteria to the criteria, how to determine the response value and the response value average.

The second assessment form, Form B, is for employers and advisory committee members. It has a common first page for both groups to complete and separate second pages, one designed specifically for employers and one for advisory committee members, each with open-ended questions. Again, the compilation and profile sheet pertains only to the first page and has identifying numbers in parenthesis to show the category of the basic form it fits. See Appendix F.

The third assessment form (Form C) is for students and former students. It and the accompanying compilation and profile sheet are shown in Appendix G.

An explanation about the evaluation study and instructions for completion have been developed for each appraisal form, either as a set of instructions or as a cover letter. Each is included in the same appendix with the form that it accompanies. Suggestions for completion of the forms are as follows:

> Faculty. Each full-time faculty member completes the appraisal form individually and returns it to the program administrator. Part-time faculty members complete either the faculty or part-time faculty form depending upon their involvement in the planning and operation of the program. The program administrator will need to decide which form is appropriate. An instruction sheet is included in Appendix E.
>
> Administrators. Administrators at the operational level should complete the appraisal form individually prior to reviewing or compiling those completed by the faculty or support staff. This will provide an additional dimension of objectivity to the program evaluation. An instruction sheet for administrators is included in Appendix E.
>
> Support Personnel. This group includes the counselors, librarians, instructional media personnel, etc., who provide support services for the instructional programs. Each of these who has had a major involvement with the program should complete the appraisal form, filling in only those portions that are appropriate. An instruction sheet is included in Appendix E.

Employers. Depending upon the number involved and the representation desired, include all or a representative sample of the employers. An employer's appraisal should be based upon a specific employee named on the form rather than a consensus of all the former students that have been employed. This evaluation should be done by mail, and a model cover letter is shown in Appendix F.

Advisory Committee Members. Again, all or a representative sample could be included. If all members of a committee are included, the appraisal forms could be completed at an advisory committee meeting and then discussed. If a sample is taken, it should be done by mail. A model cover letter is included in Appendix F.

Students. Depending upon the extent of the coverage desired, the student appraisal form should be completed by (1) all of the students, (2) only those in certain classes; i.e., advanced classes, etc., or (3) students selected through a random sample. Each should complete the form individually; however, this could be done in a classroom setting. An instruction sheet is included in Appendix G.

Former Students. The term "former students" is used to include both those who completed the program and those who left before completion. It is suggested that students who have been out of the program for two years be used in the evaluation. They have recent enough ties with the program to give realistic responses yet have had sufficient time at work to realize what is required. Also, a larger portion of them can be located compared to those that have been out longer. Although some community colleges may want to include in the study all the former students they can locate, it is recommended that a random sample be taken of the class roll with a procedure established for replacing those that cannot be reached. The sample should be made according to the proportion that completed and those that left before completion. The responses should be grouped by program completers and program leavers. A model cover letter is shown in Appendix G.

The administrator at the program level will compile the responses for each group (faculty, students, etc.), using the appropriate compilation and profile sheet. Next, transfer this information to a summary of appraisals sheet designed to show the summary information at the category level for each of the groups involved; i.e., staff, employers and advisory committee members, and students and former students. The group summary information is then combined into a composite summary for the program. A copy of the summary of appraisals sheet is shown in Appendix H.

The local vocational director will need to determine how the composite summary should be weighted. If he/she decides to consider the appraisals for each group of equal importance, the administrator at the program level will simply determine their average to get the composite. If the vocational director considers the responses from one group more important than those from another, each will have to be weighted accordingly before determining the average. For example, if the responses from the employers and advisory committee members were considered twice as important as those from the staff and those from the students and former students, they would need to be doubled before the average was determined.

The administrator at the program level will submit to the department/division chairman:

(1) The compiled responses for each group on the appropriate compilation and profile sheet;

(2) The summary of appraisals sheet; and

(3) His/her own completed appraisal form.

The department/division chairman will follow a similar procedure for the unit, combining the information from each of the programs into a composite, compiling the responses for each group, etc., and submitting this information along with his/her own appraisal to the vocational director. Following this procedure, the administrator at each level will have a composite report providing the basic information needed for an in-depth program evaluation. In addition, detailed backup information is available. Responses can also be analyzed for any given group; i.e., students and former students for all the occupational programs. Groups could be separated further than provided for in the appraisal forms by sorting the responses into smaller groups; i.e., students separate from former students, etc.

The vocational director will need to combine the materials from the in-depth analysis with those from the overview for a complete evaluation of a program. If you proceed directly to the in-depth analysis without the overview level evaluation, it will be necessary to prepare the statistical information sheet for each program, and it is recommended that a matrix be prepared for each.

INTERFACE WITH MIS/SIS

A thorough review of MIS and SIS data elements was conducted to identify those appropriate for use in program evaluation. The MIS/SIS data files are not generally organized by specific educational program, and there is no file that "defines" each program discreetly enough that the computer could summarize all of the quantitative data (used by the components of the summary instrument) by program. Probably the best definer of specific vocational programs in the MIS/SIS is the VOC-OE Code assigned to each vocational course in the MIS-2 and Course Schedule File. One would have to overlook the fact that a course can be a component of many programs to accept this method of program definition.

MIS-2/Course Schedule File (CSF)

The MIS-2/CSF contains the data elements that could provide for calculation of and summarizing of the following information on both a quarterly and annualized basis:

(1) Full-time Equivalent Students (FTES);
(2) Full-time Equivalent Faculty (FTEF) by Employment Status;
(3) Study/Faculty Ratio;
(4) Faculty Headcount by Employment Status.

In addition, the MIS-2/CSF provides the following linkages to other MIS/SIS data files:

(1) Item number to MIS-1/Student Master File;
(2) Building and Room Number to MIS-3 (Facilities);
(3) Instructor Identification to MIS-6 (Professional Personnel).

MIS-1/Student Master File (SMF)

The MIS-1/SMF contains the biographical and enrollment data for each student and could be the source of the student headcount information. A determination of how to count students pursuing multiple objectives would be necessary.

The MIS-1/SMF provides the linkage to the MIS-4/VEDS File through the student identification number and program coding.

MIS-3 (Facilities File)

Although the MIS-3 can be linked to the MIS-2/CSF through the building and room numbers, the data obtained by this linkage would not be particularly useful for program evaluation. The summaries from the MIS-3 file and the MIS-2/3 Facilities Utilization Report (produced annually by the SBCCE) would be a better source of facilities information than processing against the MIS-3 file.

MIS-4/VEDS File (Vocational Student Enrollment and Follow-up Information

The MIS-4 is a sub-file extracted from the MIS-1/SMF based on vocational intent and program coding assigned to the student. The VEDS file is a sub-file extracted from the student transcript file that identifies program completers and leavers (also based on program coding assigned to students) and provides for the collection and summarization of the student follow-up data by program.

The summaries from the VEDS file (or the manual forms for the schools not using the automated system) are the only source of the completer/leaver follow-up information for each program.

MIS-6 (Professional Personnel)

The MIS-6 personnel file provides the salary data for each instructor which can be distributed across all of the course sections taught. A report that already provides this information is the CS-039 Direct Instruction Quarterly Salaries by Course Characteristics (see Attachment A for sample and report ordering form).

The MIS-6 file also contains the personnel information for administrators and other contracted personnel; however, there is no way to automatically link this information to specific vocational programs.

MIS-7 (Classified Personnel)

The MIS-7 contains the personnel information for staff covered by HEPB regulations. There is no way to link this information to specific vocational programs.

MIS-8 (Equipment Inventory)

The MIS-8 contains data for all equipment bearing a state tag number but has no linkage to specific vocational programs.

MIS/SIS Review Summary

The MIS/SIS data files contain much quantitative data that could be useful for program evaluation, and the linkages between the student, course and instructor data are in place. The missing element to get the system to produce good "program" summaries is a clear definition of program that would be usable by the computer and the program administrators. This does not mean that the MIS/SIS cannot provide needed information but rather that the program administrator select the data from several existing reports. For example, a division chairman would know who was teaching a particular program and could look them up in a report such as the CS-039 (see Attachment A) to obtain the program's total instructional cost by quarter.

THE PROGRAM EVALUATION SUMMARY INSTRUMENT

The three major components of the summary instrument contain much information that is not a part of MIS/SIS. Adapting the components to the limits of MIS/SIS would in effect eliminate their usefulness as an evaluation tool. There are potential computer applications that could be applied to each component as described in the following sections.

Development of any of the computer applications could be done by the Washington Community College Computing Consortium through the normal channels which involves submitting the request for development to either the SBCCE or the W4C's Student System's Planning Committee. There may also be some potential for local development of some applications on the many micro-computers available throughout the community college system.

The Summary Forms

This component of the summary instrument uses three different forms to collect qualitative judgment on program quality factors from groups of people related to the program. None of this information collected is contained in the MIS/SIS.

It would be possible to write a program that could produce a list (and mailing labels) of current and former students as well as full- and part-time instructors for each program, given a course-based definition of program. Development of the program would cost approximately $1,300, and operations would be approximately $75 per data run.

Technically, it would be possible to create a system that would capture all of the data from the survey forms, calculate averages of each factor and compare each local program with system-wide averages. Development of this system would cost at least $8,800 and could easily exceed $11,000, not including new equipment such as disc drives that might be required.

(1) Development of Scanner Forms	$3,500
(2) Programmer/Analyst Time (130 hours). . .	4,550
(3) Computer Operations.	750
TOTAL.	$8,800

The Program Evaluation Model

This component of the summary instrument collects and summarizes program enrollment, staffing and cost data. Given an adequate definition of "program," a system could be created to provide:

(1) Student FTES and Headcount Enrollment;
(2) Faculty FTEF, Headcounts and Salaries; and
(3) Student Leaver/Completer and Placement Data for schools using the on-line VEDS system.

Development of this system would cost approximately $2,500, and operations would cost approximately $120 per data run.

An expanded system could be developed that would collect all of the data from the "Program Evaluation Model" into a program file through a terminal screen. The system would then perform all of the calculations included on the form and store the results. Reports could then be prepared on an institutional/district/state-wide basis to identify the least and most expensive vocational programs. Development of this system would cost approximately $4,600, excluding all hardware considerations.

(1) Development of Terminal Data Screen and linkage to IMS & UNIQUE	$1,300
(2) Programmer/Analyst Time (80 hours)	2,800
(3) Computer Operations	500
TOTAL	$4,600

The Vocational Program Evaluation Matrix

This component indexes some weighted quality factors with cost factors to identify a program value factor. A system to input all of the variables, perform four calculations and display the numbers could be developed for the same costs ($4,600) as identified for the program evaluation model.

Conclusion

Identified are approximately $22,000 of potential computer systems developments that technologically could be created for the program evaluation system. The systems as described provide no accountability in terms of accuracy and completeness of the data and provide no security (privacy) for the information collected. Whether these systems should or could be developed and how useful they would be for the on-campus program administrator are questions that must be answered by each campus.

SUMMARY

This manual has been prepared to provide information and tools that will be of assistance to the local community college vocational administrator in program evaluation. It includes background information about program evaluation and a review of current literature. It contains an analysis of the legal implications of program evaluation and offers a brief, suggested personnel procedure to provide legal safeguards.

A variety of instruments for use in program evaluation are included that will offer the vocational administrator different options. They are a statistical information sheet to assist in determining the cost of a program, a matrix designed to compare quality and cost factors and appraisal forms designed to provide overview and in-depth information.

It is hoped that this manual will provide worthwhile information and assistance to the vocational administrators in establishing and conducting better program evaluation.

WASHINGTON COMMUNITY COLLEGE COMPUTING CONSORTIUM

REPORT REQUEST

CS039 DIRECT INSTRUCTION QUARTERLY SALARIES BY COURSE CHARACTERISTICS

COLLEGE CODE _____ DATE SUBMITTED _____ DATE REQUIRED _____

CONTACT PERSON _____ TELEPHONE _____

PROCEDURE NO. SCS33P PRIORITY _____

I. Record Selection Criteria

A. Quarter Year: [ ][ ][ ][ ] ** (Q Y R)

Is this QYR on CSF history (not in Active On-Line File): (Yes) (No) *

B. INSTRUCTOR EMPLOYMENT STATUS CODES (ES)	C. TIME AND LOCATION CODES (TL)	D. FUNDING SOURCE CODES (FS)
( )* ALL (including blanks)	( )* ALL (including blanks)	( )* ALL (including blanks)
(1) FULL-TIME	(1) DAY-ON CAMPUS	(1) FULLY STATE FUNDED
(2) MOON-LITE	(2) EVE-ON CAMPUS	(2) PARTIAL STATE, SUPPLEMENTAL
(3) PART-TIME	(3) DAY-OFF CAMPUS	(3) PARTIAL STATE, SHARED
(4) PARA-PROF.	(4) EVE-OFF CAMPUS	(4) GRANT AND CONTRACT
(5) CONTRACTED OUT	(5) DAY-MIXED LOCATION	(5) COMMUNITY SERVICE
(6) VOLUNTEER	(6) EVE-MIXED LOCATION	(8) BLANK
(8) BLANK	(7) DAY-OTHER LOCATIONS	
	(8) EVE-OTHER LOCATIONS	
	(9) DAY-SATELLITE	
	(B) BLANK	

II. Paraprofessional (ES = 4) and Volunteer (ES = 6) FTE-F Bypass Option

A. Bypass actual FTE-F if ES = 4 or ES = 6: (Yes)*

B. Do not bypass actual FTE-F if ES = 4 or ES = 6: (No)

III. Level of Summary Lines Desired

A. Course Detail (CD): (Yes)* (No)

B. Instructor Name (INSTR): (Yes)* (No)

C. Instructor Employment Status (ESTOT) (Yes)* (No)

D. ( )* Division/Department (ADB) or ( ) Budget (BDGT): (Yes)* (No)

E. Instructional Effort (IE/HEGIS): (Yes)* (No)

F. Institutional Intent (II, 1st position): (Yes)* (No)

G. Administrative Unit:

Sort on 1st position of AU (1)

Sort on 2nd position of AU (2)

Sort on both positions of AU (3)

Do not sort on AU (4)*

IV. Compute FTE Students Utilizing "CREQ" and the Following Entrollment Base

A Tenth Day Enrollment (E10): (T)*

B. Enrollment (ENR): (E)

C. Class Capacity (CAP): (C)

D. Projected Enrollment (PENR): (P)

V. Number of Copies _____

** Required Entry * Default

ITEM	SUMMARY LEVELS ADD	CN	SEC	AVERAGE WEEKLY HOURS CONTACT NUM.	CONTACT PER FTE-F	CREDIT NUM.	CREDIT PER FTE-F	MIS-6 HOURLY RATE PER CONTACT	CREG	(T) ENR	FTE STUDENTS	FTE FACULTY	S/F RATIO	MIS-6 QUARTERLY SALARY	MIS-6 SALARY PER FTE-S	INSTRUCTOR NAME	E S	T L	F S	T T
S058	ART	240	01	0.9	30.0	0.9	30.0	6.40	6.46	10	0.60	.03	20.00	64	106.66	YANG	3	2	8	
INSTR= YANG				0.9	30.0	0.9	30.0	6.40	6.46	10	0.60	.03	20.00	64	106.66					
P491	ARE	045	01	5.4	21.6	5.0	20.0	15.33	16.72	33	11.00	.25	44.00	920	83.63	YANG	3	1	2	
P572	ARE	066	03	5.4	21.6	5.0	20.0	15.33	16.72	26	8.67	.25	34.66	920	106.16	YANG	3	1	2	
INSTR= YANG				10.8	21.6	10.0	20.0	15.33	16.72	59	19.67	.50	39.33	1,840	93.56					
H090	MEC	070	04	3.2	29.0	2.0	18.1	15.05	24.63	21	3.80	.11	25.45	542	193.57	YASUTAKE	3	2	9	
H165	MEC	123	01	4.0	23.5	3.0	17.6	19.05	25.42	13	2.60	.17	15.29	839	322.69	YASUTAKE	3	1	9	
INSTR= YASUTAKE				7.2	25.7	5.0	17.8	17.26	25.10	34	5.40	.28	19.28	1,381	255.74					
ES=3 PART-TIME)				1857.4	21.41	530.9	17.6	17.96	21.90	9,780	2,268.41	86.50	26.22	368,884	162.61					
COLLEGE TOTALS				5879.5	22.14	431.8	17.3	27.99	36.02	23,582	6,462.63	256.01	25.24	1,756,031	271.72					

REPORT PRODUCTION PARAMETERS: FUNDING CODES= , EMPLOYMENT STATUS CODES= 123 , TIME AND LOCATION CODES=
ENROLLMENT BASE= T, PARA./VOLUNTEER OPTION= N.

ATTACHMENT A

WASHINGTON COMMUNITY COLLEGE EVALUATION

Available Components

Appendix	Overview Level Materials
B	Statistical Information Sheet.
C	Vocational Program Evaluation Matrix.
D	Staff Overview Appraisal -Compilation and Profile Sheet.
	In-Depth Analysis Materials
E	Staff Appraisal Form. -Instruction Sheets. (for faculty, administrators, support personnel). -Compilation and Profile Sheet. -Directions for Completing Compilation and Profile Sheets.
E-1	-Abbreviated Form for Part-Time Faculty. -Compilation and Profile Sheet.
F	Employers and Advisory Committee Members Appraisal Form. -with 2nd page for employers. -Cover Letter for Employers. -with 2nd page for advisory committee members. -Cover Letter for Advisory Committee Members. -Compilation and Profile Sheet.
G	Student and Former Student Appraisal Form. -Instruction Sheet for Current Students. -Cover Letter for Former Students. -Compilation and Profile Sheet.
H	Summary of Appraisals Sheet.

WASHINGTON STATE COMMUNITY COLLEGE

Program Evaluation Model

STATISTICAL INFORMATION

Program _____

Based Upon Immediate Past Year

Base Year _____

Staff Members:	Full-time	Part-time	Annual Salaries
Number of Administrators	_____	_____	_____
Number of Instructors	_____	_____	_____
Number of Service Personnel (Supply clerks, secretarial)	_____	_____	_____

TOTAL SALARIES: _____

Equipment:

(Estimated value of equipment ÷ estimated life of equipment = annual cost.)

TOTAL EQUIPMENT: _____

Instructional Supplies and Materials:

(Average cost per year.)

TOTAL SUPPLIES AND MATERIALS: _____

Other Costs Specific to This Program:

(Travel, equipment, repairs, etc.)

Item: _____ Average annual cost: _____

Item: _____ Average annual cost: _____

TOTAL OTHER COSTS: _____

TOTAL COSTS PER YEAR: _____

Less Program Generated Income: _____

NET COST OF PROGRAM: _____

Students:

FTEs Enrollment: _____ Headcount Enrollment: _____

TOTAL COSTS PER FTEs: _____

- - - -

WASHINGTON STATE COMMUNITY COLLEGE

Vocational Program Evaluation Matrix

A Matrix to Compare Quality Factors with Cost Factors

The purpose of this matrix is to provide the vocational director with (1) a means to measure program quality in relationship to cost and (2) a means of establishing parameters within which to conduct instructional programs.

Program quality with an element of subjectivity is measured through "Need and Demand Factors" and "Instructional Program Factors" to provide for a flexibility to fit each program situation. The program cost is measured through standard budgetary items.

Instructions for Use:

(1) Determine the weight to be assigned each quality factor so that the total is 1.0. Put each weight in the parentheses preceding the factor.

To do this, decide the relative importance of each factor in comparison with the others for that specific program. In the illustration, it was determined that the "Need and Demand Factors" should total 0.6 with each of its parts weighted at .15 and that the "instructional Program Factors" should total 0.4.

(2) Measure the program against each weight assigned to derive its value for that factor and write it in the space preceding the parentheses. Add the values together to get the "Total Quality Factors" for the program.

In the illustration the "Need and Demand Factors" were .45, and the "Instructional Program Factors" .35 for .80 in "Total Quality Factors."

(3) Enter your cost factors from the allocation model in the spaces provided. Add them together for the "Total Cost," deduct any "Program Generated Revenue" to get the "Net Cost," and divide this by the number of students served for the "Cost per FTEs."

In the illustration, the "Total Cost" was $33,200. There was $1,200 of "Program Generated Revenue," leaving a net cost of $32,000. There were 20 students in the program, making the "Cost per FTEs" $1,600.

(4) Draw a light vertical line across the matrix at the quality level and a horizontal line across it at the cost per FTEs level. Their intersection represents the quality/cost position of the program.

In the illustration, the vertical line was drawn at .80 for the "Total Quality Factors," and the horizontal line at $1,600 for the "Cost per FTEs."

(5) After an analysis of several programs, an instructional target area can be determined, bordered by the minimum quality level and the maximum cost level allowable. This provides an area toward which all programs can be targeted.

In the illustration, .75 was established as the minimum quality level and $2,000 as the maximum cost per FTEs. Heavy lines have been drawn to border this area.

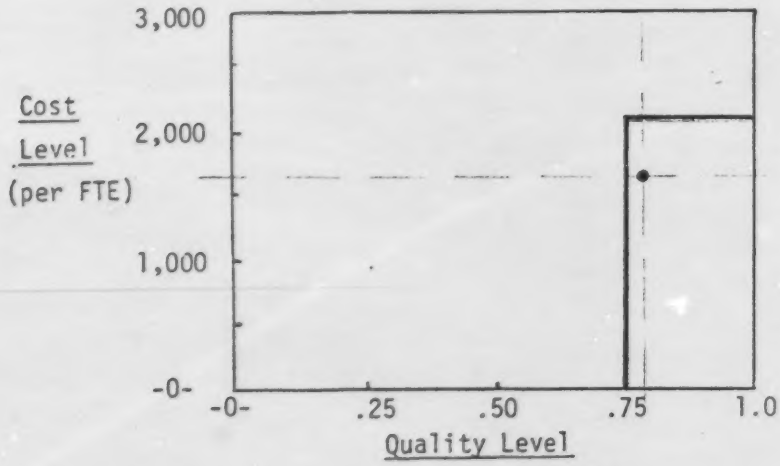
WASHINGTON STATE COMMUNITY COLLEGE

Vocational Program Evaluation Matrix

A Matrix to Compare Quality Factors with Cost Factors

Program _____

Date _____



Quality Factors

.45 (.6) Need and Demand Factors

- .15 (.15) Enrollment & Trends
- .10 (.15) Graduate Placement
- .10 (.15) Employer Satisfaction
- .10 (.15) Employment Outlook

.35 (.4) Instructional Program Factors

- .1 (.1) Adaptation to Changing Needs (i.e. emp.needs, job skills)
- .1 (.1) Faculty Qualifications/Development
- .08 (.1) Evaluation of Instruction
- .02 (.03) Equipment
- .02 (.03) Facilities
- .03 (.04) Instructional Materials

.80 (1.0) Total Quality Factors

Cost Factors

- ____ Salaries & Wages
- ____ Goods & Services
- ____ Travel
- ____ Space
- ____ Equipment

$33,200 Total Cost

(-) $1,200 Program Generated Revenue

$32,000 Net Cost of Prograr

$ 1,600 Cost per FTEs

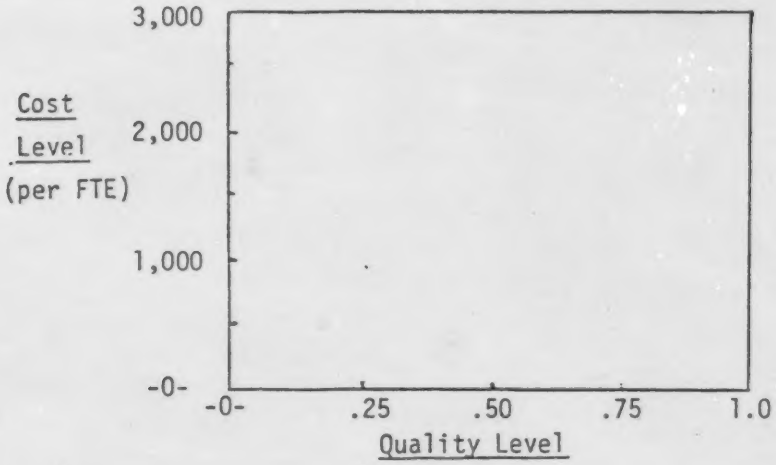
WASHINGTON STATE COMMUNITY COLLEGE

Vocational Program Evaluation Matrix

A Matrix to Compare Quality Factors with Cost Factors

Program _____

Date _____



Quality Factors

____( )Need and Demand Factors

- ____( )Enrollment & Trends
- ____( )Graduate Placement
- ____( )Employer Satisfaction
- ____( )Employment Outlook

____( )Instructional Program Factors

- ____( )Adaptation to Changing Needs (i.e. emp.needs, job skills)
- ____( )Faculty Qualifications/Development
- ____( )Evaluation of Instruction
- ____( )Equipment
- ____( )Facilities
- ____( )Instructional Materials

____(1.0)Total Quality Factors

Cost Factors

- ____ Salaries & Wages
- ____ Goods & Services
- ____ Travel
- ____ Space
- ____ Equipment

_____Total Cost

(-) ____ Program Generated Revenue

_____ Net Cost of Prograr

_____ Cost per FTEs

FORM A-1

WASHINGTON COMMUNITY COLLEGE EVALUATION

Staff Overview Appraisal of Occupational Education

Program _____

You are: Faculty _____
Administrator _____
Support Staff _____

RATING INSTRUCTIONS:

Please rate each of the following items according to the scale at the right. Respond to each item, using the "don't know" and N/A ratings when appropriate.

EXCELLENT	- nearly ideal
GOOD	- strong, top third
ACCEPTABLE	- average, middle third
POOR	- inadequate, lower third
DON'T KNOW	- unable to evaluate
N/A	- not applicable

Excellent 4	Good 3	Acceptable 2	Poor 1	Don't Know 0	N/A 9

1. General Occupational Education Goals:
   -are clearly stated, understood and used for planning.

2. Planning Occupational Programs:
   -includes participation of staff, students, community.

3. Results of The Planning Process:
   -are used in evaluation and program planning decisions.

4. Program Planning and Evaluation:
   -includes use of current labor market and related data.

5. Learner Performance Objectives:
   -are used to assess student progress and meet job requirements.

6. Promotion of Occupational Education:
   -informs potential students and gains community support.

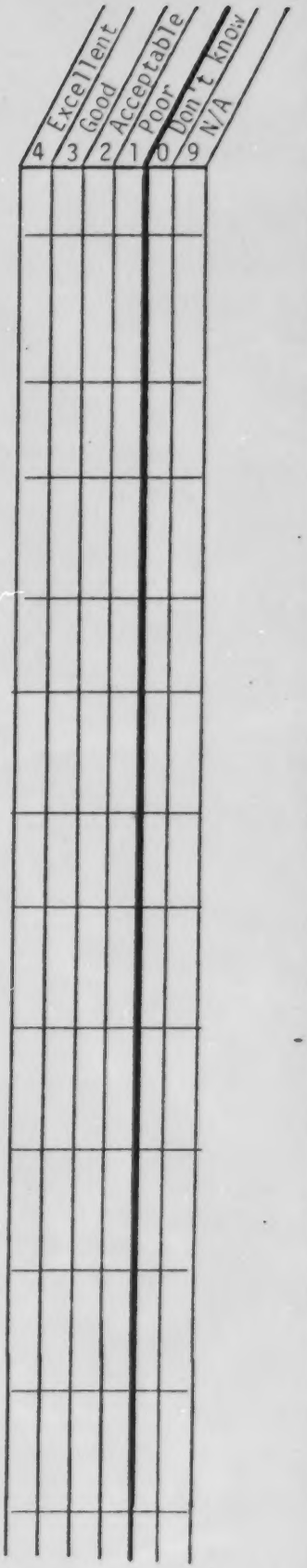
7. Students Desiring to Enroll:
   -are counseled, treated equitably, provided needed services.

8. Instruction:
   -is adapted to students' objectives, convenient in time and location, realistic to industry, provides for upgrading and retraining.

9. Related Courses:
   -are relevant, available when needed, provide basic skills.

10. Related Work (Or Clinical) Experience:
    -is available, coordinated w/instruction & employers.

11. Counseling and Guidance Services:
    -are available, provided by qualified staff, adapted to student needs, and help students with personal problems.



12. Special Persons' Services:
-are available to disabled, handicapped, and displaced homemaker students, conducted by qualified staff, and coordinated with instruction.

13. Overcoming Sex Bias and Discrimination:
-is given emphasis in recruitment, teaching and counseling.

14. Instruction in Economics and Consumer Education:
-helps student understand future responsibilities and to manage time and money.

15. Students Completing a Program:
-are prepared, placed, have good work habits & can adjust.

16. Placement of Occupational Students:
-is planned, serves all students, and includes instruction on how to apply for a job.

17. Follow-up Studies:
-are conducted regularly and available for instructors.

18. The Administrative Structure:
-provides qualified administrative personnel, clear lines of authority, and encourages communications.

19. The Instructional Staff:
-is adequate in number, vocationally certified, qualified, provided in-service training and support staff.

20. Equipment and Instructional Facilities:
-are functional, sufficient in number, representative of industry.

21. Instructional Materials and Library Resources:
-are current, relevant, avoid sex bias, available and sufficient in quantity.

22. Representative Advisory Committees:
-have been appointed, meet a sufficient number of times, and provide input.

23. The Budget:
-is planned w/instructor input, adequate, and provides for repair and replacement.

APPENDIX D

FORM A-1

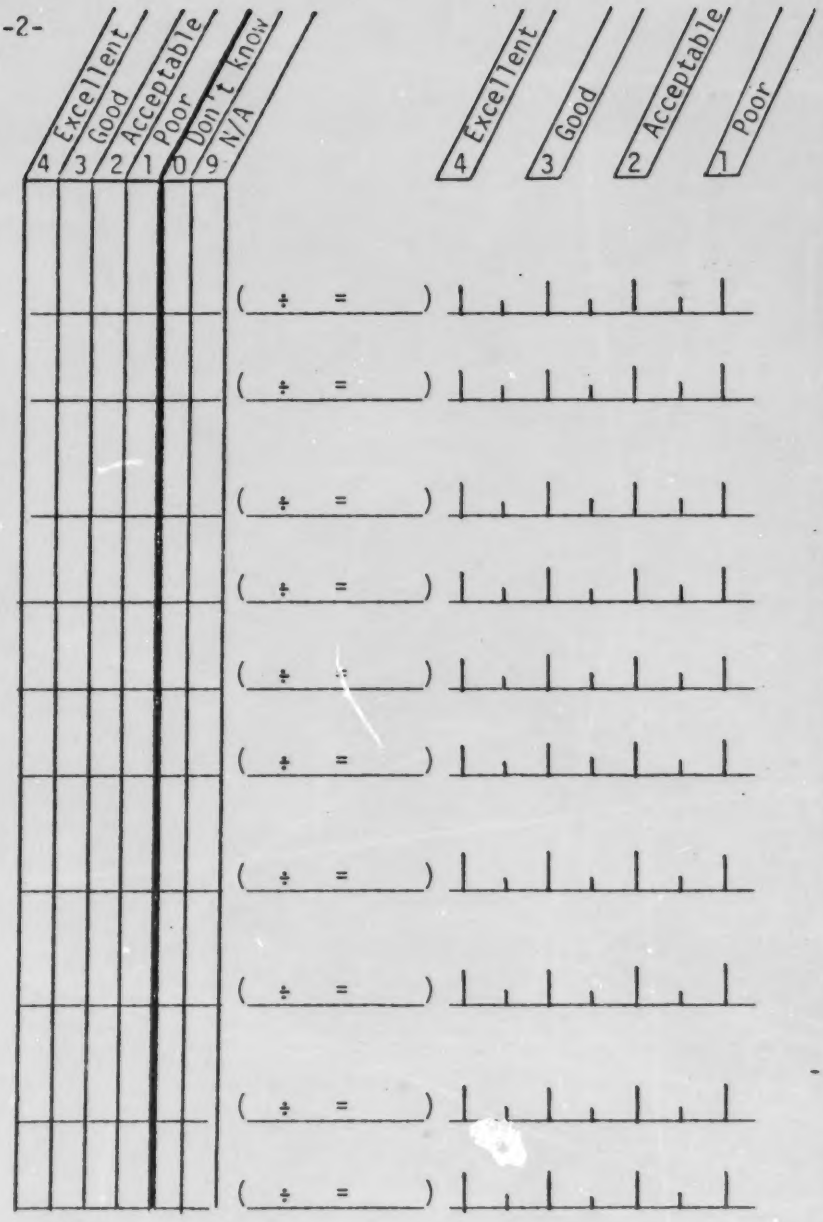
WASHINGTON COMMUNITY COLLEGE EVALUATION

Program _____

COMPILATION AND PROFILE SHEET

Staff Overview

	4 Excellent	3 Good	2 Acceptable	1 Poor	0 Don't know	9 N/A	(÷ =)	4 Excellent	3 Good	2 Acceptable	1 Poor
1. General Occupational Education Goals:							(÷ =)				
2. Planning Occupational Programs:							(÷ =)				
3. Results of The Planning Process:							(÷ =)				
4. Program Planning and Evaluation:							(÷ =)				
5. Learner Performance Objectives:							(÷ =)				
6. Promotion of Occupational Education:							(÷ =)				
7. Students Desiring to Enroll:							(÷ =)				
8. Instruction:							(÷ =)				
9. Related Courses:							(÷ =)				
10. Related Work (Or Clinical) Experience:							(÷ =)				
11. Counseling and Guidance Services:							(÷ =)				
12. Special Persons' Services:							(÷ =)				
13. Overcoming Sex Bias and Discrimination:							(÷ =)				



14. Instruction in Economics and Consumer Education: (÷ =)

15. Students Completing a Program: (÷ =)

16. Placement of Occupational Students: (÷ =)

17. Follow-up Studies: (÷ =)

18. The Administrative Structure: (÷ =)

19. The Instructional Staff: (÷ =)

20. Equipment and Instructional Facilities: (÷ =)

21. Instructional Materials and Library Resources: (÷ =)

22. Representative Advisory Committees: (÷ =)

23. The Budget: (÷ =)

FORM A-2

WASHINGTON COMMUNITY COLLEGE EVALUATION

Staff Appraisal of
Occupational Education

Program _____

You are: Faculty _____
Administrator _____
Support Staff _____

RATING INSTRUCTIONS:

Please rate each of the following items according to the scale at the right. Respond to each item, using the "don't know" and N/A ratings when appropriate.

EXCELLENT	- nearly ideal
GOOD	- strong, top third
ACCEPTABLE	- average, middle third
POOR	- inadequate, lower third
DON'T KNOW	- unable to evaluate
N/A	- not applicable

Excellent	Good	Acceptable	Poor	Don't know	N/A
4	3	2	1	0	9

1. General Occupational Education Goals Are:
   1 Clearly stated in writing.
   2 Understood by administrators, counselors and instructors.
   3 Used as a basis for planning specific programs and services.

2. Planning Occupational Programs Includes Participation Of:
   1 Administrators and instructors.
   2 Students and former students.
   3 Advisory committees.

3. Results Of The Planning Process Are Used As A Basis For:
   1 Program evaluation.
   2 Implementing, discontinuing or revising programs.

4. Program Planning And Evaluation Includes Use Of Current Data From:
   1 Labor market and employment training needs of the community.
   2 Business/industry trends.
   3 Job performance requirements and employer recommendations.
   4 Follow-up studies.

5. Learner Performance Objectives Are:
   1 Clearly stated in writing in measurable terms.
   2 On file for each course.
   3 Used to help students assess progress.
   4 Consistent with job performance requirements.

6. Promotion Of Occupational Education:
   1 Informs the public of program goals and needs.
   2 Informs potential students about importance of the program.
   3 Successfully gains community support.

7. Students Desiring To Enroll In Occupational Programs Are:
   1 Counseled on employment opportunities.
   2 Treated equitably in recruitment and enrollment.
   3 Provided services needed such as financial aid and child care.

	4 Excellent	3 Good	2 Acceptable	1 Poor	0 Don't know	9 N/A
8. Instruction Is Adapted To:						
1 Recognize students' occupational objectives.						
2 Meet individual needs of students.						
3 Provide courses at convenient times and locations.						
4 Provide for shop and personal safety procedures.						
5 Be realistic in relationship to industry practices.						
6 Provide for upgrading and retraining as needed.						
9. Related Courses Are:						
1 Relevant to the needs of students.						
2 Available when needed to complement occupational instruction.						
3 Providing communications, mathematics and reading skills needed.						
10. Related Work (Or Clinical) Experience Is:						
1 Available for all students at convenient times and locations.						
2 Coordinated with classroom instruction.						
3 Planned and coordinated with employer supervision.						
11. Counseling And Guidance Services:						
1 Are available for all students.						
2 Are provided by qualified and interested staff members.						
3 Are adapted to student career interests and needs.						
4 Make use of a variety of relevant resources.						
5 Help students with personal problems.						
12. Special Persons' Services Are:						
1 Readily available to:						
(1) All disadvantaged students.						
(2) All handicapped students.						
(3) All displaced homemaker or reentry students.						
2 Conducted by qualified staff.						
3 Coordinated with occupational instruction.						
4 Evaluated through monitoring progress of students.						
13. Overcoming Sex Bias And Discrimination Is Given Emphasis In:						
1 Program enrollments, recruitment and admission policies.						
2 Course and program content and teaching methods.						
3 Student counseling and guidance.						
4 Staff recruitment, selection and promotion.						
14. Instruction In Economics And Consumer Education Is Included To Help Students:						
1 Understand their future responsibilities as employees.						
2 Learn to manage time and money.						

	Excellent 4	Good 3	Acceptable 2	Poor 1	Don't know 0	N/A 9
15. Students Completing A Program:						
1 Are prepared to meet requirements of job for which trained.						
2 Are placed in a job related to their training.						
3 Have high standards of work quality.						
4 Have good work habits and attitudes.						
5 Are able to adjust to the working environment.						
16. Placement Of Occupational Students:						
1 Is done through a planned, coordinated system.						
2 Identifies employment opportunities for all students.						
3 Instructs students on how to apply for a job.						
17. Follow-up Studies Are:						
1 Done through a planned, coordinated system.						
2 Conducted regularly for program completers.						
3 Conducted regularly for program leavers.						
4 Current and on file for each program.						
5 Available for instructors' use.						
18. The Administrative Structure:						
1 Provides for qualified administrative personnel who are:						
(1) Committed to and knowledgeable about occupational education.						
(2) Given time for planning and evaluation.						
2 Provides a clear delineation of responsibility, authority and accountability.						
3 Encourages communications between staff and administration.						
19. The Instructional Staff:						
1 Is adequate in number to:						
(1) Meet individual student learning needs.						
(2) Assist with student advisement and placement.						
(3) Maintain contact with employers and potential employers.						
2 Is vocationally certified.						
3 Is qualified by:						
(1) Relevant employment experience.						
(2) Appropriate inservice training and/or experience.						
(3) Teaching competence as evidenced by peer, student and/or administrative judgment.						
4 Provides interesting and understandable instruction.						
5 Receives inservice training opportunities through:						
(1) Funds allocated for instructor participation.						
(2) Time made available for instructor participation.						
6 Has a support staff to provide:						
(1) Office and clerical assistance.						
(2) Instructional assistance for faculty.						

	Excellent 4	Good 3	Acceptable 2	Poor 1	Don't know 0	N/A 9
20. Equipment And Instructional Facilities Used Are:						
1 Functional, well maintained and meet safety standards.						
2 Sufficient in supply to meet the needs of the students.						
3 Representative of that used in industry.						
4 Flexible and adaptable to changing instructional approaches.						
21. Instructional Materials And Library Resources Are:						
1 Current and relevant to the occupation.						
2 Selected to avoid sex bias and discrimination.						
3 Readily available for student use as needed.						
4 Sufficient in quantity for the students enrolled.						
22. Representative Advisory Committees:						
1 Have been appointed for the occupations being served.						
2 Meet with sufficient regularity to carry out their functions.						
3 Provide input in areas such as curriculum planning, evaluation and training standards.						
23. The Budget:						
1 The operating budget:						
(1) Is planned with instructor input.						
(2) Is adequate for achieving program objectives.						
(3) Is based upon program priorities.						
2 The capital budget:						
(1) Is planned with instructor input.						
(2) Supports program objectives adequately.						
(3) Provides for scheduled equipment repair and replacement.						
(4) Provides for the refurbishing and modification of facilities.						

WASHINGTION COMMUNITY COLLEGE EVALUATION

Faculty Appraisal of
Occupational Education

Information and Instructions:

is conducting a study of its occupational education programs. The purposes are to determine how well they are serving the students and community and how they could be improved. To do this, selected employers, advisory committee members, faculty members, former students and present students are being asked to evaluate the programs.

Will you participate by completing the attached appraisal form and returning it to your administrator? Full-time faculty should complete the form labelled "Staff Appraisal." Part-time faculty may complete the abbreviated form labelled "Part-Time Faculty."

You are requested to complete the form individually. Your responses will be treated as confidential. The administrator will combine the responses of all faculty members into a representative composite for the program.

Thank you for your assistance.

WASHINGTON COMMUNITY COLLEGE EVALUATION

Administrators Appraisal of
Occupational Edcation

Information and Instructions:

As you know, is conducting a study of its occupational education programs. The purposes are to determine how well the programs are serving the students and community and what changes could make them more effective. The study includes the input from faculty, current students, former students, advisory committee members, employers, support personnel and administrators.

Your role is to:

(1) Conduct the study for your administrative unit according to the instructions received from the dean of occupational education;

(2) Compile the responses for each of the groups included in the study (i.e., faculty, students, etc.);

(3) Develop a composite report for your administrative unit, including the statistical information sheet; and

(4) Submit the composite report plus the compiled responses to the administrative head of the next higher unit.

Enclosed are copies of the appraisal forms that have been designed for each of the groups involved. There is a form for use by full-time faculty, support personnel and administrators (with an abbreviated form for part-time faculty), a second for use by employers and advisory committee members, and a third for students and former students.

If you are directly involved in the supervision of a program, it is suggested that you individually complete an administrator's appraisal form before seeing the responses of the others or compiling the composite report. This will provide greater objectivity and an additional dimension to the study.

WASHINGTON COMMUNITY COLLEGE EVALUATION

Support Personnel Appraisal
of Occupational Education

Information and Instructions:

is conducting a study of its occupational education programs to determine how well they are serving the community and what changes could make them more effective. The study includes representative employers, advisory committee members, former students, current students and staff members.

Will you participate by completing the attached appraisal form and returning it to the appropriate administrator, i.e., program director, division head, dean of occupational education?

Although there will be many parts of the appraisal form that you will not be able to complete, please do those that directly relate to your involvement with the program being appraised and check the remainder as N/A (not applicable). Your responses combined with those of the other support personnel will be of great value to the study, providing an additional dimension for analyzing the instructional program.

APPENDIX E

FORM A-2

WASHINGTON COMMUNITY COLLEGE EVALUATION

Program _____

COMPILATION AND PROFILE SHEET

Staff

	4 Excellent	3 Good	2 Acceptable	1 Poor	0 Don't Know	9 N/A	(÷ =)	4 Excellent	3 Good	2 Acceptable	1 Poor
1. General Goals Are:							(÷ =)				
1 Clearly stated in writing.							(÷ =)				
2 Understood.							(÷ =)				
3 Used for planning.							(÷ =)				
2. Planning Participation:							(÷ =)				
1 Administrators & instructors.							(÷ =)				
2 Students & former students.							( )				
3 Advisory committees.							(÷ =)				
3. Results Of Planning Are Used For:							(÷ =)				
1 Program evaluation.							(÷ =)				
2 Implementing program changes.							(÷ =)				
4. Planning Includes Data From:							(÷ =)				
1 Labor market needs.							(÷ =)				
2 Business/industry trends.							(÷ =)				
3 Job performance requirements.							(÷ =)				
4 Follow-up studies.							(÷ =)				
5. Learner Performance Objectives Are:							(÷ =)				
1 Clearly stated in writing.							(÷ =)				
2 On file for each course.							(÷ =)				
3 Used to assess progress.							(÷ =)				
4 Consistent w/job requirements.							(÷ =)				
6. Promotion Of Occupational Education:							(÷ =)				
1 Informs the public.							(÷ =)				
2 Informs potential students.							(÷ =)				
3 Gains community support.							(÷ =)				
7. Students Desiring To Enroll Are:							(÷ =)				
1 Counseled on opportunities.							(÷ =)				
2 Treated equitably.							(÷ =)				
3 Provided services needed.							(÷ =)				

	4 Excellent	3 Good	2 Acceptable	1 Poor	0 Don't know	9 N/A	(÷ =)	4 Excellent	3 Good	2 Acceptable	1 Poor
8. Instruction Is Adapted To:							(÷ =)				
1 Students' occup. objectives.							(÷ =)				
2 Individual needs of students.							(÷ =)				
3 Provide convenient courses.							(÷ =)				
4 Shop and personal safety.							(÷ =)				
5 Industry practices.							(÷ =)				
6 Provide upgrading & retraining.							(÷ =)				
9. Related Courses Are:							(÷ =)				
1 Relevant to students' needs.							(÷ =)				
2 Available when needed.							(÷ =)				
3 Provide comm., math, reading.							(÷ =)				
10. Related Experience Is:							(÷ =)				
1 Available for all students							(÷ =)				
2 Coordinated with instruction.							(÷ =)				
3 Planned with employers.							(÷ =)				
11. Counseling And Guidance Services:							(÷ =)				
1 Are available for all students.							(÷ =)				
2 Provided by qualified staff.							(÷ =)				
3 Adapted to student needs.							(÷ =)				
4 Use a variety of resources.							(÷ =)				
5 Help students with problems.							(÷ =)				
12. Special Person's Services Are:							(÷ =)				
1 Readily available to:							(÷ =)				
(1) Disadvantaged students.							(÷ =)				
(2) Handicapped students.							(÷ =)				
(3) Displaced homemaker.							(÷ =)				
2 Conducted by qualified staff.							(÷ =)				
3 Coordinated with instruction.							(÷ =)				
4 Evaluated through progress.							(÷ =)				
13. Overcoming Sex Bias and Discrimi.							(÷ =)				
1 Enroll., recruit., and admin.							(÷ =)				
2 Content and teaching.							(÷ =)				
3 Counseling and guidance.							(÷ =)				
4 Staff recruitment.							(÷ =)				
14. Instruction In Economics And Consumer Education:							(÷ =)				
1 Understand responsibilities.							(÷ =)				
2 Learn to manage time & money.							(÷ =)				

	4 Excellent	3 Good	2 Acceptable	1 Poor	0 Don't Know	9 N/A	(÷ =)	4 Excellent	3 Good	2 Acceptable	1 Poor
15. Students Completing A Program:							(÷ =)				
1 Meet requirements of job.							(÷ =)				
2 Are placed in a related job.							(÷ =)				
3 Have high standards of quality.							(÷ =)				
4 Have good habits and attitudes.							(÷ =)				
5 Adjust to the work environment.							(÷ =)				
16. Placement Of Occupational Students:							(÷ =)				
1 Is through a planned system.							(÷ =)				
2 Identifies opportunities.							(÷ =)				
3 Instructs on how to apply.							(÷ =)				
17. Follow-up Studies Are:							(÷ =)				
1 Done through a planned system.							(÷ =)				
2 Conducted for completers.							(÷ =)				
3 Conducted for leavers.							(÷ =)				
4 Current and on file.							(÷ =)				
5 Available for instructors' use							(÷ =)				
18. The Administrative Structure:							(÷ =)				
1 Provides qualified personnel:											
(1) Committed to and know knowledgeable.							(÷ =)				
(2) Given time.							(÷ =)				
2 Provides clear respon., auth., & accountability.							(÷ =)				
3 Encourages communications.							(÷ =)				
19. The Instructional Staff:							(÷ =)				
1 Is adequate in number to:											
(1) Meet student needs.							(÷ =)				
(2) Assist w/advisement.							(÷ =)				
(3) Contact with employers.							(÷ =)				
2 Is vocationally certified.							(÷ =)				
3 Is qualified by:											
(1) Relevant experience.							(÷ =)				
(2) Appropriate training.							(÷ =)				
(3) Teaching competence.							(÷ =)				
4 Provides interesting instr.							(÷ =)				
5 Receives inservice training:											
(1) Funds allocated.							(÷ =)				
(2) Time made available.							(÷ =)				
6 Has a support staff to provide:											
(1) Clerical assistance.							(÷ =)				
(2) Instructional assist.							(÷ =)				

	4 Excellent	3 Good	2 Acceptable	1 Poor	0 Don't know	9 N/A	(÷ =)	4 Excellent / 3 Good / 2 Acceptable / 1 Poor
20. Equip. & Instruct. Facilities:							(÷ =)	
1 Functional, well maintained.							(÷ =)	
2 Sufficient to meet the needs.							(÷ =)	
3 Representative of industry.							(÷ =)	
4 Flexible and adaptable.							(÷ =)	
21. Instruct. Mtls. & Library:							(÷ =)	
1 Current and relevant.							(÷ =)	
2 Selected to avoid sex bias.							(÷ =)	
3 Readily available.							(÷ =)	
4 Sufficient in quantity.							(÷ =)	
22. Representative Advisory Committees:							(÷ =)	
1 Have been appointed.							(÷ =)	
2 Meet with regularity.							(÷ =)	
3 Provide input.							(÷ =)	
23. The Budget:							(÷ =)	
1 The operating budget:								
(1) Planned w/instructors.							(÷ =)	
(2) Adequate for objectives.							(÷ =)	
(3) Based upon priorities.							(÷ =)	
2 The capital budget:								
(1) Planned w/instructor input.							(÷ =)	
(2) Supports objectives.							(÷ =)	
(3) Provides equip. repair.							(÷ =)	
(4) Provides refurbishing.							(÷ =)	

FORM A-3

WASHINGTON COMMUNITY COLLEGE EVALUATION

Part-Time Faculty Appraisal of Occupational Education

Program _____

RATING INSTRUCTIONS:

Please rate each of the following items according to the scale at the right. Respond to each item, using the "Don't know" and N/A ratings when appropriate.

EXCELLENT	- nearly ideal
GOOD	- strong, top third
ACCEPTABLE	- average, middle third
POOR	- inadequate, lower third
DON'T KNOW	- unable to evaluate
N/A	- not applicable

How Well Does The Occupational Education Program Provide For:	Excellent 4	Good 3	Acceptable 2	Poor 1	Don't know 0	N/A 9
Labor market and employment training needs of the community.						
Upgrading and retraining as needed.						
Related work (or clinical) experience for students.						
Counseling and guidance services for students.						
Special services for disadvantaged, handicapped, displaced homemaker or reentry students.						
Overcoming sex bias and discrimination.						
Students' preparation to meet requirements of job for which trained.						
Placement of occupational students.						
Sufficient equipment and instructional facilities to meet the needs of the students.						
Equipment and instructional facilities representative of that used in industry.						
Instructional materials and library resources.						

WASHINGTON COMMUNITY COLLEGE EVALUATION

Part-Time Faculty Appraisal
of Occupational Education

Program_____

- - - -

APPENDIX E-1

FORM A-3

WASHINGTON COMMUNITY COLLEGE EVALUATION

Program _____

COMPILATION AND PROFILE SHEET

Part-Time Faculty

How Well Does The Occupational Education Program Provide For:	4 Excellent	3 Good	2 Acceptable	1 Poor	0 Don't Know	9 N/A	(÷ =)	4 Excellent	3 Good	2 Acceptable	1 Poor
Labor market needs.(4)							(÷ =)				
Upgrading and retraining.(8)							(÷ =)				
Related experience.(10)							(÷ =)				
Counseling and guidance.(11)							(÷ =)				
Special services for disadv. handicapped.(12)							(÷ =)				
Sex bias & discrim.(13)							(÷ =)				
Students' preparation for job requirements.(15)							(÷ =)				
Placement of students.(16)							(÷ =)				
Sufficient equip.& instr. facilities.(20)							(÷ =)				
Equip. instruct. facilities representative of ind.(20)							(÷ =)				
Instructional mtls. library.(21)							(÷ =)				

DIRECTIONS FOR COMPLETING COMPILATION AND PROFILE SHEET

1. Tally number of responses for each rating for each item.

   In example, "counseled" received: 3 Excellent
   4 Good
   2 Acceptable
   1 Don't Know

2. Add number of responses for each rating to get total figures for a unit.

   In example: "counseled" had 3 Excellent
   "treated equitably" had 4 Excellent
   "provided services needed" had 2 Excellent

   Total for "students deciding to enroll": 9

3. Add the number of respondents who gave a rating excellent, good, acceptable or poor to an item and put it on the space following the division (÷) sign. Do NOT count the number rating the item as "don't know" or N/A.

   In example, "counseled" received: 3 Excellent
   4 Good
   2 Acceptable
   0 Poor
   1 Don't Know
   0 N/A

   Total respondents giving ratings: 9

4. Determine the response value by multiplying the value of each rating times the number who gave that rating, adding the products together and place the total in the space preceding the division sign.

   In example, for "counseled": 3 Excellent X 4 = 12
   4 Good X 3 = 12
   2 Acceptable X 2 = 4
   28

5. Determine the response value average by dividing the response value by the number of respondents, carry the answer to the nearest tenth and enter following the equal sign.

   In example, for "counseled": 28 ÷ 9 = 3.1

6. Place a heavy dot on the profile at the point for the response value average.

SAMPLE

WASHINGTON COMMUNITY COLLEGE EVALUATION

Program _____

COMPILATION AND PROFILE SHEET

Current Students ( )
Former Students ( )

	4 Excellent	3 Good	2 Acceptable	1 Poor	0 Don't know	9 N/A		4 Excellent 3 Good 2 Acceptable 1 Poor
	(2)							
Students Desiring To Enroll Are: (7)	9	10	6	1	2	1	(4) (3) (5) 79÷26 = 3.0	(6)
Counseled. (1)	3	4	2	0	1	0	28÷9 = 3.1	
Treated equitably.	4	2	3	1	0	0	29÷10 = 2.9	
Provided services needed.	2	4	1	0	1	1	22÷7 = 3.1	
Instruction is Adapted To: (8)							(÷ =)	
Students' objectives.							(÷ =)	
Individual needs.							(÷ =)	
Provide convenient courses.							(÷ =)	
Shop & personal safety.							(÷ =)	
Industry practices.							(÷ =)	
Related Courses Are: (9)							(÷ =)	
Relevant to students' needs.							(÷ =)	
Available when needed.							(÷ =)	
Providing comm., math, and reading.							(÷ =)	
Related Experience Is: (10)							(÷ =)	
Available for all students.							(÷ =)	
Coordinated with instruction.							(÷ =)	
Planned with employers.							(÷ =)	
Counseling & Guidance Services: (11)							(÷ =)	
Are available for all students.							(÷ =)	
Provided by qualified staff.							(÷ =)	
Adapted to student needs.							(÷ =)	
Use a variety of resources.							(÷ =)	
Help students with problems.							(÷ =)	
Instruction In Economics And Consumer Education: (14)							(÷ =)	
Understand responsibilities.							(÷ =)	
Learn to manage time and money.							(÷ =)	

APPENDIX F

FORM B

WASHINGTON COMMUNITY COLLEGE EVALUATION

Employer's and Advisory Committee Members' Appraisal of Occupational Education

RATING INSTRUCTIONS:

Please rate each of the following items according to the scale at the right. Respond to each item, using the "Don't know" and N/A ratings when appropriate.

EXCELLENT	-	nearly ideal
GOOD	-	strong, top third
ACCEPTABLE	-	average, middle third
POOR	-	inadequate, lower third
DON'T KNOW	-	unable to evaluate
N/A	-	not applicable

How Well Does The Occupational Education Program Provide For:

	Excellent 4	Good 3	Acceptable 2	Poor 1	Don't know 0	N/A 9
Labor market and employment training needs of the community.						
Business/industry trends.						
Job performance requirements and employer recommendations						
Upgrading and retraining as needed.						
Communications, mathematics and reading skills needed.						
Related work (or clinical) experience for students.						
Special services for disadvantaged, handicapped, displaced homemaker or reentry students.						
Overcoming sex bias and discrimination.						
Students understanding their future responsibilities as employees.						
Students' preparation to meet requirements of job for which trained.						
High standards of work quality.						
Good work habits and attitudes.						
Ability of students to adjust to the working environment.						
Placement of occupational students.						
Follow-up studies of former students.						
Equipment and instructional facilities representative of that used in industry.						

APPENDIX F

EMPLOYERS

WASHINGTON COMMUNITY COLLEGE EVALUATION

Employer's Appraisal of Occupational Education

Name of Firm _____ Phone _____

Address _____ _____ _____ _____
(Street) (City) (State) (Zip)

Name of Employee _____ Job Title _____

How long has this person been an employee?

Less than 1 year____ 1 to 2 years____ Over 2 years____

Person completing rating _____ Position _____

- - - -

Dear

is conducting a study of its occupational education programs to determine how well they are serving the community and to determine what changes could make them more effective. The study includes input from representative employers, advisory committee members, former students, current students and staff members.

Will you participate by completing and returning the enclosed appraisal form? It consists of a survey form (to be completed by both employers and advisory committee members) and a page with questions relating to employers. Your responses will be of value to the study, and we are looking forward to receiving them.

The ratings should be about the employee whose name is on the employer question page. The responses will be treated as confidential information, and neither you nor the employee will be identified in any way.

A return-addressed, stamped envelope is enclosed for your convenience. We would appreciate your returning the completed appraisal form to us by _____.

Sincerely,

APPENDIX F

ADVISORY COMMITTEE MEMBERS

WASHINGTON COMMUNITY COLLEGE EVALUATION

Advisory Committee Appraisal of Occupational Education

Committee _____

How long have you been a member of this advisory committee?

Less than 1 year____ 1 to 2 years____ Over 2 years____

Were you provided orientation training as to your role as advisory committee member?

Yes____ No____

In what ways has your advisory committee helped to improve the occupational educational program(s) in its field? (i.e., curriculum development, updating equipment)

_____

_____

_____

In what ways could your advisory committeee provide additional help toward improving the occupational education program(s) in its field?

_____

_____

_____

What do you consider as the major strengths of the occupational education program(s) your advisory committee serves?

_____

_____

_____

What do you consider as the major needs for improvement in the occupational education program(s) your advisory committee serves?

_____

_____

_____

APPENDIX F

ADVISORY COMMITTEE MEMBERS

Dear

is conducting a study of its occupational education programs to determine how well they are serving the community and to determine what changes could make them more effective. The study includes input from representative employers, advisory committee members, former students, current students and staff members.

Will you participate by completing and returning the enclosed appraisal form? It consists of a survey form (to be completed by both advisory committee members and employers) and a second page with questions relating to your advisory committee. Your responses will be of value to the study, and we are looking forward to receiving them.

For your convenience, a return-addressed, stamped envelope is enclosed. We would appreciate your returning the completed appraisal form to us by _____.

Sincerely,

APPENDIX F

FORM B

WASHINGTON COMMUNITY COLLEGE EVALUATION

Program _____

COMPILATION AND PROFILE SHEET

Employers ( )
Adv. Comm.( )

How Well Does The Occupational Education Program Provide For:	4 Excellent	3 Good	2 Acceptable	1 Poor	0 Don't know	9 N/A	(÷ =)	4	3	2	1
Labor market needs. (4)							(÷ =)				
Business/industry trends. (4)							(÷ =)				
Job performance require. (4)							(÷ =)				
Upgrading & retraining. (8)							(÷ =)				
Comm., math, & reading. (9)							(÷ =)				
Related experience. (10)							(÷ =)				
Special services for disadv., handicapped. (12)							(÷ =)				
Sex bias & discrim. (13)							(÷ =)				
Students understanding future responsibilities. (14)							(÷ =)				
Students' preparation to meet job requirements. (15)							(÷ =)				
High standards of quality. (15)							(÷ =)				
Good work habits & attitudes. (15)							(÷ =)				
Students adjust to work. (15)							(÷ =)				
Placement of students. (16)							(÷ =)				
Follow-up studies. (17)							(÷ =)				
Equip. & instr. facilities representative of industry. (20)							(÷ =)				

APPENDIX G

WASHINGTON COMMUNITY COLLEGE EVALUATION FORM C

Student Appraisal of Occupational Education

Program_____

You are a: Current Student_____
Former Student_____

RATING INSTRUCTIONS:

Please rate each of the following items according to the scale at the right. Respond to each item, using the "Don't know" and N/A ratings when appropriate.

EXCELLENT	- nearly ideal	4
GOOD	- strong, top third	3
ACCEPTABLE	- average, middle third	2
POOR	- inadequate, lower third	1
DON'T KNOW	- unable to evaluate	0
N/A	- not applicable	9

	Excellent 4	Good 3	Acceptable 2	Poor 1	Don't know 0	N/A 9
Students Desiring To Enroll In Occupational Programs Are:						
Counseled on employment opportunities.						
Treated equitably in recruitment and enrollment.						
Provided services needed such as financial aid and child care.						
The Instructional Program is Adapted To:						
Recognize students' occupational objectives.						
Meet individual needs of students.						
Provide courses at convenient times and locations.						
Provide for shop and personal safety procedures.						
Be realistic in relationship to industry practices.						
Related Courses Are:						
Relevant to the needs of students.						
Available when needed to complement occupational instruction.						
Providing communications, mathematics and reading skills needed.						
Related Work (Or Clinical) Experience Is:						
Available for all students at convenient times and locations.						
Coordinated with classroom instruction.						
Planned and coordinated with employer supervision.						
Counseling And Guidance Services:						
Are available for all students.						
Are provided by qualified and interested staff members.						
Are adapted to student career interests and needs.						
Make use of a variety of relevant resources.						
Help students with personal problems.						
Instruction In Economics And Consumer Education Is Included To Help Students:						
Understand their future responsibilities as employees.						
Learn to manage time and money.						

	4 Excellent	3 Good	2 Acceptable	1 Poor	0 Don't know	9 N/A
Students Completing A Program:						
Are prepared to meet requirements of job for which trained.						
Are placed in a job related to their training.						
Placement Of Occupational Students:						
Is done through a planned, coordinated system.						
Identifies employment opportunities for all students.						
Instructs students on how to apply for a job.						
The Instructional Staff:						
Is adequate in number to:						
-Meet individual student learning needs.						
-Assist with student advisement and placement.						
-Maintain contact with employers and potential employers.						
Is qualified by relevant employment experience.						
Provides interesting and understandable instruction.						
Equipment And Instructional Facilities Used Are:						
Functional, well maintained and meet safety standards.						
Sufficient in supply to meet the needs of the students.						
Representative of that used in industry.						
Flexible and adaptable to changing instructional approaches.						
Instructional Materials And Library Resources Are:						
Current and relevant to the occupation.						
Selected to avoid sex bias and discrimination.						
Readily available for student use as needed.						
Sufficient in quantity for the students enrolled.						

WASHINGTON COMMUNITY COLLEGE EVALUATION

Student Appraisal of
Occupational Education

Information and Instructions:

is conducting a study of the occupational education programs that it offers. The purposes are to determine how well the programs are serving the students and community and how they could be improved. To do this, selected employers, advisory committee members, faculty members, former students and present students are being asked to evaluate the programs.

Will you participate by completing and returning the attached appraisal form? Please do not sign the form. Your responses will not be identified with you individually.

Your participation, along with that of other students currently enrolled, will be of value in determining how well the occupational education programs are meeting the needs and expectations of the students they serve.

Thank you for your assistance.

APPENDIX G

FORMER STUDENTS

Dear

is conducting a study of its occupational education programs to determine how well they are serving you and other members of the community and to determine what changes could make them more effective. Would you assist by completing the enclosed appraisal form?

Your responses combined with those of other students and former students will be of value to us in appraising the occupational program in which you were enrolled. Your response will be treated as confidential, and you will not be individually identified in any way.

A return-addressed, stamped envelope is enclosed for your convenience. Would you complete and return the appraisal form by_____?

We hope that all is going well with you. Please keep us informed of your activities and of any way that we can be of service to you.

Sincerely,

APPENDIX G

FORM C

WASHINGTON COMMUNITY COLLEGE EVALUATION

Program _____

COMPILATION AND PROFILE SHEET

Current Students ( )
Former Students ( )

	4 Excellent	3 Good	2 Acceptable	1 Poor	0	9 Don't know N/A	(÷ =)	4 Excellent	3 Good	2 Acceptable	1 Poor
Students Desiring To Enroll Are: (7)							(÷ =)				
Counseled.							(÷ =)				
Treated equitably.							(÷ =)				
Provided services needed.							(÷ =)				
Instruction is Adapted To: (8)							(÷ =)				
Students' objectives.							(÷ =)				
Individual needs.							(÷ =)				
Provide convenient courses.							(÷ =)				
Shop & personal safety.							(÷ =)				
Industry practices.							(÷ =)				
Related Courses Are: (9)							(÷ =)				
Relevant to students' needs.							(÷ =)				
Available when needed.							(÷ =)				
Providing comm., math, and reading.							(÷ =)				
Related Experience Is: (10)							(÷ =)				
Available for all students.							(÷ =)				
Coordinated with instruction.							(÷ =)				
Planned with employers.							(÷ =)				
Counseling & Guidance Services: (11)							(÷ =)				
Are available for all students.							(÷ =)				
Provided by qualified staff.							(÷ =)				
Adapted to student needs.							(÷ =)				
Use a variety of resources.							(÷ =)				
Help students with problems.							(÷ =)				
Instruction In Economics And Consumer Education: (14)							(÷ =)				
Understand responsibilities.							(÷ =)				
Learn to manage time and money.							(÷ =)				

	4 Excellent	3 Good	2 Acceptable	1 Poor	0 Don't know	9 N/A	(÷ =)	4 Excellent	3 Good	2 Acceptable	1 Poor
Students Completing A Program: (15)							(÷ =)				
Meet requirements of job.							(÷ =)				
Are placed in a related job.							(÷ =)				
Placement Of Occup. Students: (16)							(÷ =)				
Is through a planned system.							(÷ =)				
Identifies opportunities.							(÷ =)				
Instructs on how to apply.							(÷ =)				
The Instructional Staff: (19)							(÷ =)				
Is adequate in number to:											
-Meet student needs.							(÷ =)				
-Assist w/advisement.							(÷ =)				
-Contact employers.							(÷ =)				
Qualified by experience.							(÷ =)				
Provides interesting instr.							(÷ =)				
Equip. & Instruct. Facilities: (20)							(÷ =)				
Functional, well maintained.							(÷ =)				
Sufficient to meet needs.							(÷ =)				
Representative of industry.							(÷ =)				
Flexible and adaptable.							(÷ =)				
Instruct. Mtls. & Library: (21)							(÷ =)				
Current and relevant.							(÷ =)				
Selected to avoid sex bias.							(÷ =)				
Readily available.							(÷ =)				
Sufficient in quantity.							(÷ =)				

WASHINGTON COMMUNITY COLLEGE EVALUATION

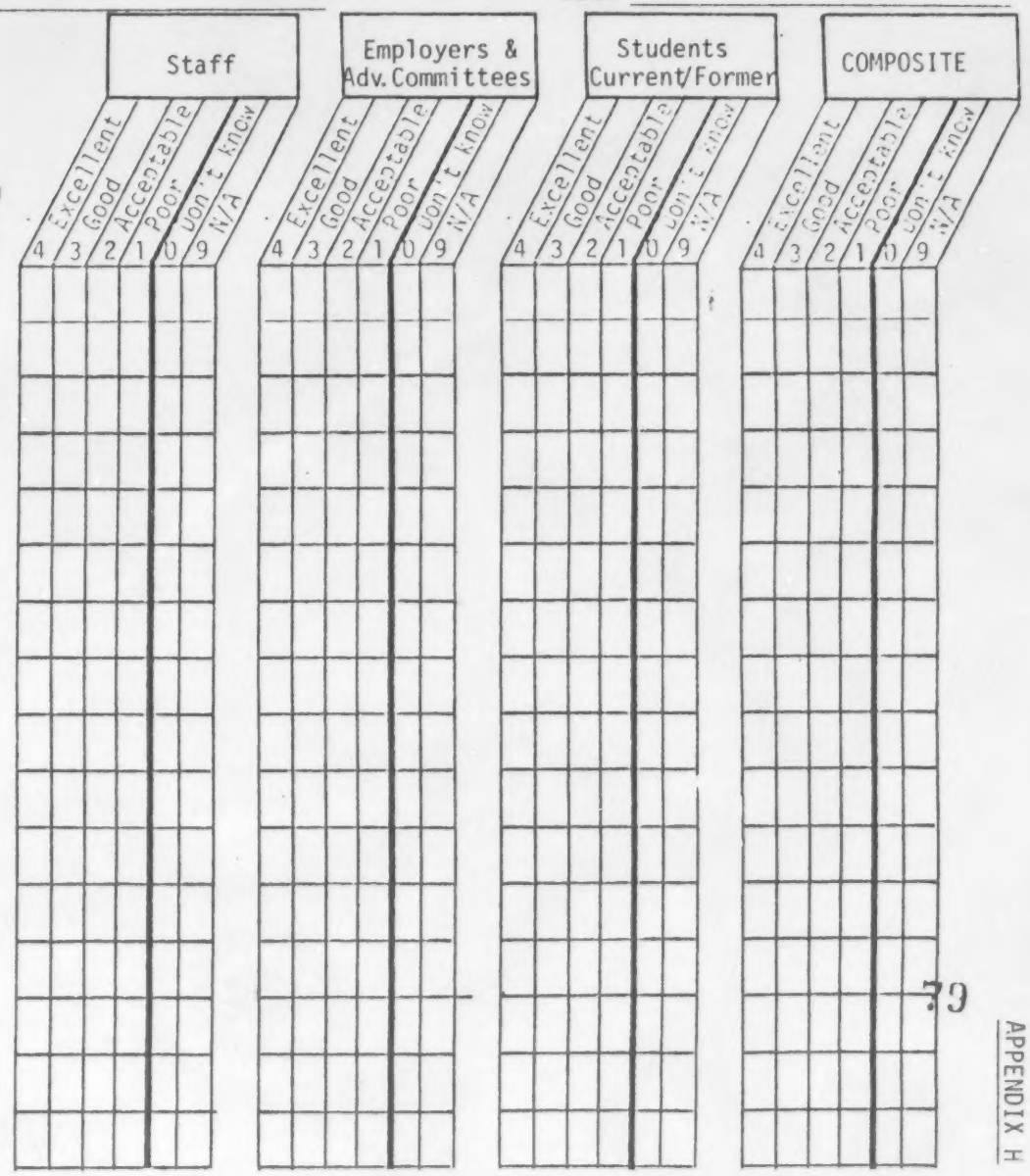
SUMMARY OF APPRAISALS SHEET

Program _____ Date _____

RATING INSTRUCTIONS:

Please rate each of the following items according to the scale at the right. Respond to each item, using the "don't know" and N/A ratings when appropriate.

EXCELLENT - nearly ideal
GOOD - strong, top third
ACCEPTABLE - average, middle third
POOR - inadequate, lower third
DON'T KNOW - unable to evaluate
N/A - not applicable



General Occupational Education Goals.

Participation In Planning Occupational Programs.

Use Of Results Of The Planning Process.

Use Of Current Data In Planning & Evaluation.

Learner Performance Objectives.

Promotion Of Occupational Education.

Service To Students Desiring To Enroll.

How Instruction Is Adapted.

Related Courses.

Related Work (Or Clinical) Experience

Counseling And Guidance Services.

Special Persons' Services.

Overcoming Sex Bias And Discrimination.

Economics & Consumer Education Instruction.

Qualifications of Students Completing A Program.

Placement Of Occupational Students.

RATING INSTRUCTIONS:

Please rate each of the following items according to the scale at the right. Respond to each item, using "don't know" and N/A where appropriate.

EXCELLENT	- nearly ideal
GOOD	- strong, top third
ACCEPTABLE	- average, middle third
POOR	- inadequate, lower third
DON'T KNOW	- unable to evaluate
N/A	- not applicable

Follow-up Studies.

The Administrative Structure.

The Instructional Staff:

Adequacy in number.

Vocationally certified.

Qualifications.

Quality of instruction

In-service training opportunities.

Support staff.

Equipment And Instructional Facilities.

Instructional Materials And Library Resources.

Representative Advisory Committees.

The Budget:

Operating budget.

Capital budget.